ED 410 371 AA 001 288

Resources in Education (RIE). Volume 33, Number 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 410 372 CE 073 270

Training in Britain: A Guide.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Education Work Relationship; Educational Finance; Educational Objectives; Educational Opportunities; Educational Quality; Educational Strategies; Employment Qualifications; Federal Legislation; Foreign Countries; *Government Role; Higher Education; International Educational Exchange; *Labor Force Development; Lifelong Learning; Motivation Techniques; National Programs; Partnerships in Education; Postsecondary Education; Program Development; *School Business Relationship; Skill Development; Systems Approach; *Training Methods; Unemployment; *Vocational Education; Youth Employment; Youth Programs
IDENTIFIERS- European Community; General National Vocational Qualif (England); *Great Britain; National Vocational Qualifications (England); Quality Assurance; Scottish Vocational Qualifications

This booklet describes British efforts to develop a world-class, highly skilled work force. The booklet examines the following topics: Britain's training framework (the National and Scottish Vocational Qualification system and national targets for foundation and lifetime learning and training); strategies for

ED 410 388 CE 074 479

von Krogh, George; Roos, Johan
Organizational Epistemology.
PUB DATE- 95
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Cognitive Processes; *Continuing Education; *Epistemology; Learning Processes; Learning Strategies; *Management Development; Models; *Organizational Development; *Organizational Effectiveness; *Organizations (Groups)
IDENTIFIERS- Knowledge Acquisition; *Organizational Learning

This book is intended to give readers an observational scheme for understanding the process of organizational knowledge development at the individual and social levels. Chapter 1 examines devising a concept of organizational knowledge. In chapter 2, the place of epistemology within philosophy is discussed along with organizational, cognitivist, and connectionist epistemologies. Autopoiesis theory, which describes living systems as self-producing and self-reproducing, is explained in chapter 3 along with the characteristics and applications of autopoietic systems. Discussed in chapters 4-10 are the following topics: individualized organizational knowledge (knowledge of organizations; embodiment of knowledge; knowledge, distinctions, values, and basic self-reference; and organizational knowledge when individualized and when socialized); the dynamics of individualized and socialized organizational knowledge; organizational knowledge and language (usage, organizational argumentation, stabilizing language, texts and socialized organizational knowledge, and organization and environment); impediments to organizational knowledge (improbability of communication, barriers to agreement, and self-difference); a methodology for studying organizational knowledge; and management models and theories and the management model used for more than 13 years by the U.S.-based firm SENCORP is offered as an example of the new epistemology in use. Contains 392 references and 14 figures. (MN)

ED 410 389 CE 074 480

Luttrell, Wendy
Schoolsmart and Motherwise: Working-Class Women's Identity and Schooling. Perspectives on Gender Series.
PUB DATE- 97
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; Biographies; Change Strategies; Economically Disadvantaged; Educational Attainment; *Educational Attitudes; Educational Change; Employed Women; Feminism; Life Events; Literacy Education; Mothers; Nontraditional Students; Poverty; *Reentry Students; Rural Areas; Rural Education; *Self Concept; Sex Bias; Sex Discrimination; *Student Educational Objectives; Teacher Student Relationship; Urban Areas; Urban Education; Welfare Recipients; *Womens Education; *Working Class
IDENTIFIERS- Pennsylvania (Philadelphia); United States (South)

This book examines the identity and schooling of working class

ED 410 406 CE 074 553

Shirai, Toshiaki
The Meaning of Being Predominantly Present-Oriented in Middle Age and in Non-Western Context.
PUB DATE- 96
NOTE- 10p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (14th, Quebec City, Quebec, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Cross Cultural Studies; Cultural Differences; Foreign Countries; *Middle Aged Adults; *Non Western Civilization; *Time Perspective; *Western Civilization
IDENTIFIERS- Belgium; Japan

This paper describes a study of time orientation and preferences of people in western and nonwestern cultures at various life stages. Data were gathered by means of a literature review and a time orientation questionnaire completed by 1,657 individuals in Belgium and Japan. Findings of the study suggest that the time orientation that enhances motivation can vary according to the context. The future orientation is likely to motivate identity development among adolescents who are in the context of attaining independence. The present orientation is likely to be more motivating among middle-aged people. Cross-cultural analysis indicates that western people show future orientation in the context of an individualistic culture that regards the independence and personal competence whereas eastern people show present orientation in the context of a group-oriented culture. In short, adolescents and western people can be considered predominantly future oriented since they are self-centered and want to control and change their situation, while middle-aged and eastern people could be considered predominantly present oriented since they regard harmony with others and acceptance of life situations as more important. (Contains 40 references.) (KC)

ED 410 407 CE 074 555

Lai, Chun-Chin
Approaches to Improving the Senior-Vocational-School Textbook Review-and-Approval Process in Taiwan.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the International Vocational Education and Training Association (Helsinki, Finland, August 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; Foreign Countries; *Instructional Material Evaluation; *Media Selection; *Program Improvement; Secondary Education; *Textbooks; *Vocational Education
IDENTIFIERS- *Taiwan

Stakeholders in Taiwan's process for reviewing and approving senior vocational school (SVS) textbooks were surveyed to identify ways of improving the process. The questionnaire contained items examining respondents' demographic characteristics, their opinions of Taiwan's existing SVS

ED 410 423 CE 074 595

Jans, Steven
Improving Adolescents' Motivation through the Use of Creative Teaching in the Industrial Arts.
PUB DATE- 97
NOTE- 106p.; Master of Arts Action Research Project, St. Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Classroom Techniques; *Industrial Arts; Intelligence; Junior High Schools; Learning Modalities; Socioeconomic Status; Student Characteristics; *Student Motivation; *Teacher Influence; Teaching Methods
IDENTIFIERS- Motivated Strategies for Learning Questionnaire

Following research that documented inadequate motivation as a problem through assessment of academic performance, student motivational surveys, teacher class records, and teacher journal entries, a program was conducted to increase the level of motivation of junior high school students in a middle-class community in central Illinois. Observations at the sites and a review of literature suggested probable causes for low motivation: low socioeconomic status, inappropriate parental supervision, peer pressure to underachieve, lack of transfer of class content, and lack of opportunity for students to help make decisions in the classrooms. Review of instructional strategies suggested an inadequate variety of lesson delivery and assessment. Three major categories of intervention were tried: use of learning activities that foster student awareness that knowledge and skills are transferable outside the classroom; increasing students' choices in assessment areas and learning activities; and students employing multiple intelligences strategies. Learning activities were taken from industrial arts topics, including measurement, technical drawing, woodworking, research and design, and small engines. Analysis of data indicated that the intervention had little or no impact on student motivation levels. Although teacher observations indicated that students exhibited more time on task with greater involvement in learning tasks, these motivation level changes could not be documented using the Motivated Strategies for Learning Questionnaire. (The report's 17 appendixes provide project material, such as journal entries and lesson plans. Contains 29 references.) (Author/KC)

ED 410 424 CE 074 596

de Kock, D.; Hall, T.; Hayden, W.; Katan, J.; Kuse, T. T.; Lombard, J.; Osei-Hwedie, K.; Steyn, J. N.; Triegaardt, J. D.; Van Zyl, M. A.
Indigenisation in Social and Community Work Education.
PUB DATE- 97
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Services; Curriculum Development; Foreign Countries; Health Personnel; *Helping Relationship; Higher Education; *Human Services; *Indigenous Personnel; Indigenous Populations; Job Skills; Occupational Information; Postsecondary Education; Professional Education; Social Work; *Social Workers
IDENTIFIERS- *South Africa

ED 410 441 CE 074 620

Fieldhouse, Roger
Adult Education History: Why Rake Up the Past? Mansbridge Memorial Lecture (16th, Leeds, England, June 13, 1996).
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Adult Education; *Democracy; Educational Anthropology; *Educational Development; *Educational History; Educational Theories; Educational Trends; Foreign Countries; Modernism; Voluntary Agencies
IDENTIFIERS- Great Britain; Postmodernism

Study of the history of adult education is worthwhile, despite perceived problems of studying history---ancient, modern, and postmodern. The ancient problems of historiography can best be summed up in the word "antiquarianism." Characteristics of modernity are as follows: the notion that history is progress, metanarratives, nationalist histories, and the study of history for its own sake. In postmodernity, all appears relative and fragmentary. Meaning is constructed within language; therefore, history is conceived as text. There is a very real danger that this postmodernist approach will lead down a blind alley of total relativism where history is merely what the historian makes or just a point of view. Therefore, the historian must always be aware of his or her particular vantage point and of other or different standpoints and must endeavor to engage with them. Because of the large amount of profound wisdom in the past, it would be very arrogant to ignore it. Adult educators can learn from the way many questions dealing with adult education have been tackled in the past. Two themes of special interest are the relationship of adult education to democratic participation and the effect of state funding on adult education. History suggests that a new approach to adult education should involve the less formal voluntary sector of adult education and the new social movements. (Contains 39 references.) (YLB)

ED 410 442 CE 074 623

Poole, Millicent E.; Langan-Fox, Janice
Australian Women and Careers: Psychological and Contextual Influences over the Life Course.
PUB DATE- 97
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Career Choice; *Career Development; Career Education; *Context Effect; Correlation; Education Work Relationship; Educational Attitudes; Educational Opportunities; *Employed Women; Employment Opportunities; Employment Patterns; Equal Opportunities (Jobs); Family Work Relationship; Foreign Countries; *Goal Orientation; Homemakers; Influences; Life Satisfaction; Life Style; Longitudinal Studies; Models; Occupational Aspiration; Professional Occupations; Psychological Characteristics; Sex Differences; Social Change; *Social Influences; Womens Education; Work Attitudes
IDENTIFIERS- *Australia

ED 410 459 CE 074 651

Advanced Respite Care: Medically Challenged. Teacher Edition. Respite Care Series.
PUB DATE- 92
NOTE- 565p.; For other documents in this series, see ED 304 585-586.
LANGUAGE- English
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Chronic Illness; Competence; Competency Based Education; Instructional Materials; *Job Skills; *Job Training; Learning Activities; Learning Modules; Lesson Plans; *Nursing Education; Personal Care Homes; Postsecondary Education; Residential Care; *Respite Care; Skill Development; State Curriculum Guides; Teaching Guides; Teaching Methods; *Terminal Illness; Units of Study
IDENTIFIERS- Oklahoma

This curriculum guide is designed to help teachers to provide advanced-level training for care providers who want to work with individuals who are chronically or terminally ill and require specialized care. The curriculum contains seven units. Each of the instructional units includes some or all of these basic components: performance objectives, suggested activities for the instructor, information sheets, student supplements, transparency masters, instructional supplements, activity sheets, job sheets, practical tests, written test, and answers to assignment sheets and written test. All of the units focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period of instruction. Topics covered in the guide include the following: (1) providing care for medically challenged clients; (2) providing catheterization and ostomy care; (3) providing respiratory care; (4) assisting with cardiovascular care; (5) assisting with neurologic care; (6) maintaining food and fluid requirements; and (7) providing care for the terminally ill client. (KC)

ED 410 460 CE 074 652

Williams, Teresa; Green, Adrian
The Business Approach to Training.
PUB DATE- 97
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Accounting; Adult Education; Budgets; Business; *Business Communication; *Cost Effectiveness; Marketing; Program Design; Program Effectiveness; *Staff Development; Strategic Planning; *Trainers; *Training; *Vocabulary

This self-study book concentrates on enabling trainers to talk and think in a business-related way, use business concepts and terminology, and translate training and development ideas into a business setting. Each part contains activities to enable users to study their training and development function and organization and consider how to use the approaches. Chapters 1-2 in part I explore the need to be able to speak the language of business and identify key issues in the changing world of the trainer. Chapters 3-5 in part II discuss business strategy and linking training with an organization's business needs and direction, the style and expertise of the trainer and their

ED 410 479 CG 027 909

Silver, Rawley A.
Developing Cognitive and Creative Skills through Art: Programs for Children with Communication Disorders or Learning Disabilities. Third Edition. Revised.
PUB DATE- 89
NOTE- 277p.; Published by Ablin Press, New York, NY.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Art Education; Children; Cognitive Development; *Communication Disorders; Creative Development; Educational Strategies; Elementary Secondary Education; *Learning Disabilities; Multisensory Learning; Spatial Ability; *Special Needs Students; *Thinking Skills; Visual Learning

Handicapped children's potential to represent thoughts and feelings through visual forms is often overlooked. Intended for educators, therapists, psychologists, and physicians, the book focuses on art procedures found useful in developing concepts of space, of sequential order, and of class or group of objects. It also provides art techniques for evaluating cognitive and creative skills of children and adults who cannot communicate well verbally. The text is divided into two parts. In part 1, the roles art can play in cognition, adjustment, and assessment are discussed. This section also looks at the need to re-examine low expectations of intellectual and artistic ability and to demonstrate that the handicapped can be truly gifted. In part 2, art procedures are explored which have shown useful in remediating cognitive deficits and in identifying cognitive skills. These include the ability to associate and represent concepts through drawing from imagination, the ability to perceive and represent concepts of space through drawing from observations, and the ability to order sequentially through painting, modeling clay, and predictive drawing. The book has 195 visual representations which can serve as models. Contains an index. (RJM)

ED 410 480 CG 027 924

Decade of the Brain 1990-2000: Maximizing Human Potential.
PUB DATE- 91
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Aging (Individuals); *Behavior; *Brain; Brain Hemisphere Functions; Communication Disorders; *Drug Addiction; *Learning; *Memory; Mental Disorders; Neurological Organization; *Research Reports; Sensory Deprivation
IDENTIFIERS- Spinal Cord Injuries

The brain is the seat of intelligence, the interpreter of senses, and the controller of movement. Research efforts on the brain have increased dramatically in the past 10 years; some of the more promising areas of brain and behavioral sciences research are reported here. The research was performed by 22 separate Federal member organizations and covers nine separate areas that could form the basis of an integrated program for brain and behavioral sciences. The text opens with a description of

ED 410 499 CG 027 975

Murphy, John J.
Solution-Focused Counseling in Middle and High Schools.
PUB DATE- 97
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Change Strategies; *Counseling Effectiveness; *Counseling Techniques; High School Students; *High Schools; Junior High Schools; Middle Schools; *Problem Solving; School Counseling; School Counselors; Student Behavior
IDENTIFIERS- Middle School Students; *Solution Focused Counseling; Solution Focused Therapy

Disruptive classroom behavior, failing grades, truancy, and violence are serious problems for students. Some of the ways in which school counselors can correct school problems in a short period of time are described in this book. Solution-focused counseling works by encouraging students, parents, and teachers to discover and apply their own unique resources and strengths to the problem at hand. Since schools are not ideal places for counseling sessions, the text encourages practitioners to make the best use of every counseling opportunity. The book is organized into three sections. Part 1 introduces solution-focused counseling by way of a short case study. It then provides a description of the empirical and clinical influences of this type of counseling. Part 2 describes and illustrates the practical application of this approach to a variety of middle and high school problems. Each chapter describes an intervention strategy, then presents several case examples of its application with a variety of actual school problems. Part 3 provides troubleshooting guidelines and offers suggestions for implementing solution-focused counseling. Short practice exercises are provided at the end of each chapter to help counselors apply solution-focused strategies to their own cases and circumstances. Contains an index and approximately 125 references. (RJM)

ED 410 500 CG 027 976

Martin, Antigo
Employment Consequences of Secondary Occupational and Academic Courses for Minorities and Females.
PUB DATE- 97
NOTE- 74p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Anaheim, CA, April 1-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Cooperative Education; Employment Experience; *Employment Opportunities; *Females; High School Students; High Schools; Longitudinal Studies; *Minority Groups; *Work Experience Programs
IDENTIFIERS- Cooperative Education Program

Each year, thousands of high school students enroll and complete secondary occupational education courses, hoping to compete successfully in the job market once they leave school. Yet

ED 410 519 CS 012 791

Lo, Deborah Eville
Individual Difference in the Social Construction of Knowledge with Young Children over a Storybook Reading.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emergent Literacy; Inferences; Kindergarten Children; *Memory; Primary Education; Reading Aloud to Others; *Reading Comprehension; Reading Instruction; *Reading Processes; Reading Research; Story Reading; Student Development
IDENTIFIERS- Chicago Public Schools IL; Knowledge; Social Construction

A study examined children's memory of stories under three varying conditions and focused on how different interaction styles and children's innate abilities affect literacy development. The three conditions tested closely mirrored the three story-reading styles evidenced by teachers of young children were: (1) a control condition where there was no planned interaction between teacher and child beyond the adult reading the story to the child; (2) a questioning condition where the story was interrupted and the child was asked questions regarding the story content by the adult; and (3) a co-construct condition where the child and the adult interacted freely over the text. Subjects were 24 kindergarten students (15 female, 9 male) from a Chicago Public School. Results indicated that the average and above average groups required less prompting than did the low memory ability group. Children with above average memory ability used significantly more words per sentence than did children with average and below average memory abilities. Findings suggest that, overall, significantly more inferences were drawn in response to comprehension questions under the co-construction condition than under the questioning or control conditions. Additionally, significantly fewer incorrect responses were given when the children were under the co-construction condition than when they were under either the questioning or the control conditions. (Contains 10 tables of data and 20 references.) (CR)

ED 410 520 CS 012 857

Highlights of the NYSUT Telephone Survey of Elementary Teachers on Reading.
PUB DATE- 97
NOTE- 14p.; For related document, see CS 012 858.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Intervention; Elementary Education; *Elementary School Teachers; Parent Participation; Public Schools; Reading Achievement; *Reading Difficulties; *Reading Instruction; Reading Tests; *Teacher Attitudes; Teacher Surveys; Telephone Surveys
IDENTIFIERS- *New York; New York State United Teachers; *Teaching Perspectives

New York State United Teachers (NYSUT) conducted a statewide telephone survey of 531 randomly selected kindergarten through

ED 410 538 CS 012 899

Campbell, Jay
Reading Assessment in the Nation's Fourth- and Eighth-Grade Classrooms.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Comparative Analysis; Evaluation Methods; Grade 4; Grade 8; Intermediate Grades; Junior High Schools; *Reading Achievement; *Reading Instruction; Reading Research; Reading Writing Relationship; *Student Evaluation
IDENTIFIERS- *National Assessment of Educational Progress

According to results of the 1994 National Assessment of Educational Progress (NAEP), teachers of fourth- and eighth-grade students were using a variety of assessment methods to measure their students' progress in reading. At both grades, teachers' reports indicated that in comparison with multiple-choice questions, written paragraphs were used more frequently to assess reading. Among the major findings, a significant relationship between having students provide written responses to reading and higher reading scores was observed, however the relationship was somewhat stronger at grade 4. (Contains 16 references, 2 notes, and 2 tables of data.) (RS)

ED 410 539 CS 012 900

Campbell, Jay R.; Donahue, Patricia L.
Students Selecting Stories: The Effects of Choice in Reading Assessment. Results from "The NAEP Reader" Special Study of the 1994 National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 106p.; The title page title says "Special Study"; the cover title says "special Survey."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Grade 12; Grade 8; *Reading Achievement; *Reading Material Selection; Reading Research; Secondary Education; Sex Differences; *Story Reading; *Student Attitudes; *Student Evaluation
IDENTIFIERS- *National Assessment of Educational Progress

Conducted as part of the 1994 National Assessment of Educational Progress (NAEP), the "NAEP Reader" study was designed to compare the performance of students who were allowed to select a story with the performance of those who were assigned a story. One nationally representative sample of students at each grade was allowed to choose a story (from 7) to read. Distinct representative samples at each grade were assigned stories. All participants answered the same 11 comprehension questions. Results indicated: (1) no significant difference was observed among 12th- graders (and only a slight difference among 8th-graders) between the average reading scores of students who were given a choice of story and students who were assigned a story; (2) at grades 8 and 12, students in the choice group were more likely than students in the non-choice group to rate the assessment as easier than other tests or assignments that they had in school; (3) despite slight variations, the patterns of students' story selection were similar across racial/ethnic

ED 410 558 CS 215 817

Delanoy, Mary
Teaching Philosophical Thinking through Children's Literature: Creative Applications of Dialogue and Story.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Literature; Core Curriculum; *Critical Thinking; Didacticism; Educational Strategies; Elementary Secondary Education; Learning Strategies; *Philosophy; *Student Development; Teaching Methods; *Thinking Skills
IDENTIFIERS- Philosophical Influences; *Reading Thinking Relationship

Teaching reasoning and judgment to children under the auspices of philosophy is an idea that has emerged recently in the modern era. It is theorized that, through practice in logic and ethics, children will begin to apply reasoning skills to their own life situations, think for themselves, and become better critical thinkers, all in a context that is natural and uncontrived. Much of the literature associated with philosophy for children comes from the Institute for the Advancement of Philosophy for Children. Established in 1969, the Institute provides materials to educators to aid in the integration of philosophy into the core curriculum. Some of the materials from the institute are works of literature created solely to teach children the skills of philosophical thought. Although such didactic literature is useful, literature for children as a whole is rich in philosophy and much more can come from looking at books and stories in a philosophical context. It is further conjectured that a shift in thinking is necessary for educators to embrace stories differently and do philosophy with children experientially as a result. Such a shift will enhance the child's ability to think critically and grow philosophically through books. (Contains 14 references.) (Author/CR)

ED 410 559 CS 215 819

Budd, Kelly; Alexander, Jayne
Teaching the Holocaust in the High School English Class.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anti Semitism; *Bias; Class Activities; English Instruction; Grade 9; High Schools; Journal Writing; *Stereotypes; Units of Study
IDENTIFIERS- *Holocaust; *Holocaust Literature; Wiesel (Elie)

Two ninth-grade English teachers developed a unit of study on the Holocaust that is rooted in an understanding of the concepts and consequences of indifference and prejudice. Activities in the unit of study use a variety of communication skills. Because the teachers have found that journal writing is an effective tool for reflection and a source of dialogue, students are required to keep a journal throughout the year. Topics of study in the unit are indifference, stereotyping, prejudice, and Elie Wiesel's book "Night." Appendixes contain discussion questions based on quotes by Pastor Niemoeller and

ED 410 578 CS 215 942

Bidell, Thomas R.; Hubbard, Lady June; Weaver, Monica
Story Structure in a Sample of African-American Children: Evidence for a Cyclical Story Schema.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Washington, DC, April 3-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Cultural Context; Cultural Differences; Cultural Traits; Elementary Education; Personal Narratives; Problem Solving; *Schemata (Cognition); *Story Grammar; *Story Telling
IDENTIFIERS- *African Americans

A study examined the scripts or schemata--cognitive structures that represent story prototypes--used by African-American children and how they differ from story telling patterns of White middle-class children using a Western, linear "problem solving" story schemata. Samples of oral narratives were collected from 50 African-American children, ages 6-12 years, including personal narratives or "real life" stories and fantasy narratives. A group of African-American graduate students working with a White male researcher analyzed 15 personal narratives. Results indicated that none contained clear problem-solving sequences involving goals, obstacles, attempts to overcome objects, or resolutions typical of Western story schemata nor followed the linear problem-solving format consistently. Findings suggest that a cyclical structure was used in story development which differs from classic problem-solving schemata in the way relations among events and episodes are structured. Future research should be undertaken in the under-studied area of narrative research. (Contains 3 tables of data, 2 figures, and 13 references.) (CR)

ED 410 579 CS 215 944

Goncalves, Wande Knox
The Underground Railroad: Developing a Literary Track to Slave Narrative.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Conference and Exhibit of the Association for Supervision and Curriculum Development (Baltimore, MD, March 22-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black History; Civil Rights; Class Activities; *Freedom; Grade 3; Lesson Plans; Primary Education; Racial Discrimination; Racial Relations; *Slavery; *United States History
IDENTIFIERS- African Americans; *Slave Narratives; *Underground Railroad

This paper offers a method of bringing to third-grade students an understanding of African-American contributions to the United States, the experience of slavery, and the struggle for freedom on the secretive Underground Railroad. The paper contains a list of eight primary sources to be used. Its lessons focus

ED 410 598 CS 509 505

Missouri's Framework for Curriculum Development in Communication Arts K-12.
PUB DATE- 97
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *Curriculum Development; Decision Making; Educational Technology; Elementary Secondary Education; *English Instruction; *Literacy; Mass Media; Problem Solving; Public Education; Student Evaluation; Student Writing Models; Teaching Guides
IDENTIFIERS- *Media Literacy; *Missouri

Based on the premise that print, oral, and media literacy are crucial in today's complex world, this handbook outlines a model for communication arts curricula that will lead to the production of literate, competent users of communication arts processes. The main purpose of the handbook is to serve as a tool for teachers and curriculum writers in Missouri to use in "bridging the gap" between the "Show-Me" Standards (73 standards defining what students should know and be able to do by the time they graduate from Missouri's public high schools) and specific local curricula. The handbook begins with a preface, a list of the "Show-Me" Standards, and an overview of communication arts education (presenting a rationale for the study of communication arts, the purpose for the framework, organization of the framework, and an organizational roadmap). It then presents the major organizing strands of the framework: (1) gather, analyze, and apply information and ideas; (2) communicate effectively within and beyond the classroom; (3) recognize and solve problems; and (4) make decisions and act as responsible members of society. The handbook then discusses issues and practices in the teaching of the communication arts--emergent literacy, print literacy, oral literacy, media literacy, language and culture, communication arts in the content areas, technology and the communication arts, and assessment in the communication arts. Contains a 35-item annotated list of suggested reading. Appendixes contain examples of quality student work; suggested products and performances; sample reading lists; reference list of sources of book lists; and speaking, listening, and media literacy standards. (RS)

ED 410 599 CS 509 548

Bunz, Ulla K.
Too Far To Go Home for the Weekend--A German Student in the United States of America: An Undergraduate Woman Student's Experience.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Savannah, GA, April 2-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Cultural Differences; *Foreign Students; Higher Education; Individual Development;

ED 410 618 CS 509 580

Keyton, Joann; Harmon, Nicole; Frey, Lawrence R.
Grouphate: Implications for Teaching Group Communication.
PUB DATE- 96
NOTE- 35p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Measures; Communication Research; *Group Behavior; *Group Dynamics; Higher Education; *Interpersonal Communication; Pilot Projects; Undergraduate Students
IDENTIFIERS- Self Report Measures; Small Group Communication

A pilot research project developed and tested an instrument to measure affective feelings about participating in task groups (grouphate) and to relate that instrument to what participants believed to be true about their group experiences. In 3 small group discussions, 15 members of an undergraduate research methods course identified characteristics or attributes about task group interaction they liked or disliked. Items were further refined into a 14-item negative attribute scale. The students sought out 223 individuals who regularly worked in teams or groups in their work environment to complete the instrument. Several post-hoc analyses further explored positive group attitude and negative group attitude scales. Results indicated that (1) what participants perceive as negative attributes about group interaction does not necessarily make them dislike groups; (2) when participants perceive positive attributes about group interaction, negative feelings about their group experiences decreased; (3) the more group experience participants had, the less apprehensive they were in group meetings; (4) conflicting results about the gender composition of groups abounded; and (5) interaction between gender representation and levels of group experience challenged the already complex group interaction. Findings suggest that attribute scales provide a prototype of a self-report measuring instrument that can be used in group communication classrooms. (Contains 48 references and 3 tables of data; appendixes contain the Group Attribute Scale and types of organizational groups/teams and contexts identified by participants.) (RS)

ED 410 619 CS 509 581

Lin, Min-Jin H.
The Effect of Color Design in Chinese CAI Softwares.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (San Antonio, TX, March 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; *Color; *Computer Assisted Instruction; Computer Software; *Display Systems; Foreign Countries; Grade 6; Intermediate Grades; Reader Text Relationship; *Screen Design (Computers); *Student Attitudes; Visual Perception
IDENTIFIERS- *Taiwan; *Text Factors

A study investigated how different combinations of background color, text brightness and text color in Chinese CAI (computer

ED 410 637   EA 028 528

Michigan Curriculum Framework.
PUB DATE- 96
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Curriculum Design; Educational Improvement; *Educational Objectives; Educational Planning; Educational Resources; Elementary Secondary Education; *Evaluation Criteria; *State Standards; Student Evaluation
IDENTIFIERS- *Michigan Curriculum Framework

When curriculum content, instruction, and local and state assessments are aligned, they become powerful forces that contribute to student achievement. This framework presents a content and a process for developing curriculum that enables schools to realize Michigan's vision for K-12 education. The framework, which includes the resources needed to develop a standards-based curriculum, is organized into three tiers. Tier I begins with a complete list of core-curriculum content standards and benchmarks for grades K-12 in the areas of English language arts, mathematics, science, and social studies. This part of the framework also includes sections on planning, incorporating teaching and learning strategies, developing a local assessment system, and designing professional development. Executive summaries and a glossary are also included. Tier II contains a collection of toolkits designed to help districts with specific tasks, such as conducting discrepancy analyses, planning subject-area instructional units, designing classroom assessments, and planning a district assessment system. Tier III contains content-area resources that help clarify the curriculum-development process. It also contains a guidebook written specifically for parents and the business community explaining the elements of the framework. (LMI)

ED 410 638   EA 028 529

Taylor-Dunlop, Korynne; Norton, Marcia M.
Defining School Culture Using the Popkewitz Model.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; *Educational Environment; *Females; *High Risk Students; High Schools; Racial Bias; *School Culture; Student Alienation; *Student School Relationship; Student Subcultures; Teacher Student Relationship

Few schools provide an equitable environment for female and minority students. This paper examined the culture of a high school as it was perceived and experienced by female, at-risk students in grades 9-12. Interviews were conducted with 11 female at-risk students at a high school in the greater New

ED 410 657 EA 028 550

Nathan, Joe
Charter Schools: Creating Hope and Opportunity for American Education. The Jossey-Bass Education Series.
PUB DATE- 97
NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Charter Schools; Educational History; Educational Innovation; Elementary Secondary Education; Free Enterprise System; *Governance; Politics of Education; Public Schools; *School Organization; State Legislation

Charter schools are public, nonsectarian schools that operate under a written contract from a local school board or other organization. This book describes the history of the charter-school movement and the patterns that current charter-school advocates may find themselves repeating; offers examples of existing charter schools, enabling legislation, and community reaction; and presents guidance for charter-school developers and operators. The introduction describes the key elements of the charter concept and shows how it differs from other forms of nontraditional education. Chapter 1 tours a number of charter schools and shows that despite the enormous differences among them, they all share the requirement for improving student performance and for demonstrating accountability. Chapter 2 examines the history of the charter-school concept and its genesis among teachers and parents. It also reviews the political battle that produced the nation's first charter-school law in Minnesota in 1991. Chapters 3 and 4 examine specific challenges facing charter schools and their potential role as competitors that improve the performance of the entire public school system. Chapters 5, 6, and 7 offer guidance, based on data from a survey of 110 charter schools across the U.S., for people interested in starting charter schools. The eighth chapter describes lessons learned from the charter-school movement to date, and the ninth chapter looks ahead to the future of charter schools. Appendices contain a list of current charter-school legislation and state-specific contracts in the 25 states with charter-school laws; a list of people, organizations, and on-line resources; and a model for charter-school legislation. An index and chapter endnotes are included. (LMI)

ED 410 658 EA 028 551

Mayrowetz, David; Pennell, James R.
A Naturalistic Inquiry of Envisioned Worlds: Conceptualizing and Classifying State Intervention Laws.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Compliance (Legal); Elementary Secondary Education; Intervention; Performance; State Action; State Aid; *State Legislation; *State Regulation; *State School

ED 410 678 EA 028 578

Bringing Tomorrow's Technology to You Today: School Board of Tomorrow Resource Guide.
PUB DATE- 97
NOTE- 34p.; Guide to an exhibit at the Annual Meeting of the National School Boards Association (Anaheim, CA, April 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Boards of Education; *Computer Mediated Communication; Computer Networks; *Computer System Design; Corporate Support; *Educational Technology; Electronic Mail; Elementary Secondary Education; Information Management; Information Networks; Information Services; Information Systems; *Information Technology; *Telecommunications

The National School Boards Association (NSBA), the National School Boards Foundation, NSBA's Institute for the Transfer of Technology to Education, and Apple Computer, Inc., launched "The School Board of Tomorrow Exhibit" at NSBA's 1996 annual conference and exposition in Orlando, Florida. This handbook summarizes the communication technologies featured in the exhibit. The first part provides an overview of the five different environments simulated in the exhibit: a school board member's home office, the family education network (FEN), a superintendent's office, a school board meeting room, and a community forum. The second part of this guide contains five selected NSBA articles from "The Electronic School." The articles offer advice and information on hiring technical consultants for a school district, conducting successful bond campaigns, using e-mail to conduct school board business, and acquiring funding for technology. A list of technology providers is included. (LMI)

ED 410 679 EA 028 579

Macpherson, Reynold
Building a Communitarian Policy of Educative Accountability Using a Critical-Pragmatist Epistemology.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Action Research; *Educational Assessment; Educational Change; *Educational Policy; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; Governance; *Policy Formation; Research; School Based Management
IDENTIFIERS- *Australia (Tasmania)

The Tasmania Department of Education and the Arts commissioned policy research in February 1992 to identify forms of accountability preferred by stakeholders. This paper describes the policy-research project that sought to clarify the accountability processes and the criteria for collecting data and improving the quality of learning, teaching, and leadership in Tasmania. The research process was based on a critical-

ED 410 698 EC 305 748

Olson, John F.; Goldstein, Arnold A.

The Inclusion of Students with Disabilities and Limited English Proficient Students in Large-Scale Assessments: A Summary of Recent Progress. Research and Development Report.

PUB DATE- 97

NOTE- 118p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Disabilities; *Educational Assessment; *Educational Trends; Elementary Secondary Education; Evaluation Methods; *Inclusive Schools; *Limited English Speaking; Research and Development; Student Evaluation; *Testing Problems; Trend Analysis

IDENTIFIERS- *National Assessment of Educational Progress; Testing Accommodations (Disabilities)

This report presents a compendium of approaches to the inclusion of students with disabilities or of Limited English Proficiency (LEP) in large-scale assessments such as the National Assessment of Educational Progress (NAEP) or state assessment programs. Chapter 1 presents an overview and lists organizations involved in this effort. Chapters 2 and 3 summarize inclusion activities and research projects related to increasing the participation of students with disabilities or LEP, respectively, in assessments. Information on the different types of accommodations used around the nation is included. Chapter 4 presents details of the approaches and procedures implemented by NAEP in recent years, focusing on the implementation of an NAEP-like assessment in Puerto Rico in 1994, the national field test in 1995 of revised procedures, and the implementation of new inclusion and accommodation procedures in the 1996 NAEP. In Chapter 5, a listing of the status of ongoing research projects studying varying aspects of the use of new procedures for NAEP is included, with a discussion of yet-to-be-resolved technical issues and future directions for NAEP and large-scale assessments in general. Appendices list acronyms, define key terms, and identify further resources. (Contains 112 references.) (DB)

ED 410 699 EC 305 749

Timmons, Jaimie Ciulla; Fesko, Sheila Lynch

Employment Needs of Individuals with HIV/AIDS.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 97

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adults; Agencies; Delivery Systems; Diseases; Employee Attitudes; *Employment Experience; Focus Groups; Health Insurance; Job Placement; Social Support Groups; *Special Health Problems; Surveys; *Vocational Rehabilitation

IDENTIFIERS- Massachusetts; *Social Security

This report summarizes the employment experiences of 103 individuals with HIV/AIDS in the context of the existing

ED 410 717 EC 305 771

Brannan, Steve A.; Arick, Joel; Fullerton, Ann
A National Evaluation of Residential Camp Programs Serving Persons with Disabilities. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Children; *Daily Living Skills; *Disabilities; *Personal Autonomy; Program Effectiveness; Program Evaluation; *Recreational Activities; *Resident Camp Programs; Self Esteem; Skill Development

A study conducted a nationwide evaluation of 15 residential camp programs designed for children, youth, and young adults with mild to severe disabilities. The study involved 2,184 campers (ages 7-19) with disabilities and was undertaken to further validate evaluation instrumentation, evaluate residential camp programs for children with disabilities in major regions of the country, and implement a dissemination plan to communicate project results nationwide. Results from the study indicate that campers made notable achievements in effective and recreational/living skills as judged by impartial observers, their counselors, and their parents. Nationwide, campers of varying ages, disabilities, and ability levels demonstrated high levels of enjoyment and participation in most program activities, and were affected positively by the camp experience. Campers with more severe disabilities were able to perform recreation skills at relatively high levels of independence. Campers also made positive gains in the camp setting in various areas of personal development that were carried over to the home and community setting, including communication, independence, and self-esteem. Lastly, the combined results of all measures revealed that increased independence was the predominant outcome for the campers. Implications of the findings are discussed, including the benefits of organized residential camping. (Contains 47 references.) (CR)

ED 410 718 EC 305 772

Schuh, Mary; Dixon, Beth; Tashie, Carol; Clarke, Jean; Dillon, Ann; Shapiro-Barnard, Susan; Hagner, David; Nelson, Debra; Nisbet, Jan
From Vision to Reality. A Manual To Replicate the New Hampshire Leadership Series: Working with People with Disabilities and Their Families To Create Positive Futures.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; *Disabilities; *Family Involvement; Family Programs; Federal Legislation; Financial Support; *Leadership Training; Parent Education; *Personal Autonomy;

ED 410 735 EC 305 795

Jordan, Anne; Stanovich, Paula; Roach, Donna
Toward a Framework for Predicting Effective Inclusion in General Education Elementary Classrooms.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Disabilities; Elementary Education; *Inclusive Schools; Mainstreaming; Models; *Predictor Variables; Regular and Special Education Relationship; Teacher Collaboration; *Teacher Response; *Teacher Student Relationship

This paper describes the outcomes of a study that tested a path model designed to predict the quality of instructional interactions between teachers and students in 46 heterogeneous general elementary education classrooms in 14 schools. The quality of instruction interactions was measured for three groups of students, students with disabilities, students at-risk, and typically achieving students. Teachers who scored low on instructional interactions had no individual interactions with students beyond checking that they were on task. High scoring teachers engaged in significant amounts of individual discussions with students about the content and concepts of the lesson, often in prolonged interchanges. Predictors of the quality of instructional interactions were the reported level of collaboration occurring in the school and a composite measure of teacher attitudes and beliefs about the integration of students with special needs in general education classrooms. Predictors of the composite measure of teacher attitudes and beliefs toward integration were teacher efficacy and the teachers' perceptions of the amount of collaborative support received from resource teachers and teaching assistants in their classrooms. The report includes diagrams illustrating the model for predicting quality of instruction interactions in general education classrooms that include students with special needs. (Contains 17 references.) (Author/CR)

ED 410 736 EC 305 796

Artiles, Alfredo J., Ed.; Zamora-Duran, Grace, Ed.
Reducing Disproportionate Representation of Culturally Diverse Students in Special and Gifted Education.
PUB DATE- 97
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Classroom Communication; Cultural Differences; *Cultural Influences; *Disabilities; *Disability Identification; Elementary Secondary Education; Evaluation Methods; *Gifted; Interpersonal Communication; *Minority Group Children; Performance Based Assessment; Portfolio Assessment; Special Education; Student Behavior; Student Evaluation; Student Placement; *Talent Identification

ED 410 754 FL 024 696

Miyakoshi, Yoshiko
Japanese Female Students in an American ESL Class: Cultural Conflict and Change.
PUB DATE- 97
NOTE- 123p.; Master's Thesis, School for International Training, Brattleboro, VT.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *Culture Conflict; *English (Second Language); *Foreign Students; Interviews; Questionnaires; Second Language Instruction; Self Concept; *Student Adjustment; Study Abroad; *Womens Education
IDENTIFIERS- *Japanese People

This study investigated the process of change and acculturation in a group of Japanese female students studying English as a Second Language (ESL) in the United States. The first part of the report, based on data from five questionnaires administered to 36 students, discusses what the students did in their 6-week ESL class and how they reacted outside class. Each week of the students' experience is chronicled using this information, exploring student expectations, what made them comfortable in their new environment, perceptions of their academic performance, cultural differences, a home-stay experience, student autonomy, and language needs. The second part of the study examines this process from the perspectives of American ESL teachers, using data from interviews. It also looks at the students' adjustments after re-entry to their native culture, and the further adjustments made by two students upon later re-entry into the United States. The conclusion offers advice to ESL teachers about students' cultural adjustments, discusses possible program adjustments to accommodate these needs, makes some comments about Japanese teachers teaching ESL, and offers suggestions to Japanese women in an American ESL program. Appended materials include the five questionnaires and transcriptions of the interviews with American ESL teachers. Contains 17 references. (MSE)

ED 410 755 FL 024 697

Furmanovsky, Michael
Content Video in the EFL Classroom.
PUB DATE- 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Japanese Association of Language Teachers (22nd, Japan, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Second Language Programs; *Communicative Competence (Languages); Educational Technology; English for Academic Purposes; *English for Special Purposes; *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; Media Selection; *Videotape Recordings
IDENTIFIERS- *Authentic Materials; Content Area Teaching; *Japan; Sheltered English

Use of authentic content-based videotape recordings to integrate content with English-as-a-Foreign-Language (EFL) instruction

ED 410 775 HE 030 310

Dawson-Threat, Janice, Ed.
Transformation: Reinforcing Bridges to the 21st Century: Proceedings of the Annual Missouri Conference on Blacks in Higher Education (7th, Kirksville, Missouri, April 24-25, 1997).
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Affirmative Action; Black Students; *Blacks; *Cultural Pluralism; *Educational Attitudes; Females; Foreign Countries; *Higher Education; Hispanic Americans; Multicultural Education; Music Education; Racial Differences
IDENTIFIERS- African Americans; Canada; *Missouri

These proceedings present summaries of presentations and roundtable discussion sessions from a Missouri Conference on Blacks in Higher Education. Session summaries are: (1) "Measuring Inter-Racial Differences and Attitudes" (O.C. Bobby Daniels); (2) "Flight of the Maple Leaf Canada Economic Outlook: Impact on Women" (James E. Bell); (3) "Bridging the Diversity Gap Through Collaboration" (Floyd Harris and others);(4) "The Heartland's Alliance for Minority Participation (HAMP)" (Richard Presberry, Charles Sampson); (5) "African-American Students in Higher Education Conservative Institutions: Addressing Failure and Enhancing Success" (Mamadou Niang); (6) "Black Women in the Academy" (Constance Adams and others); (7) "African-American Students at Predominantly White Institutions via Networking: Understanding Your Rights" (Ernest E. Middleton); (8) "Five Steps to Cultural Pluralism: Advocacy for All Students" (Marshalita Sims Peterson); (9) "Afro-Hispanic Theater: A Vehicle of Protest" (Nicole S. Abbott); (10) "From Culture to Multicultural: Conceptual Paths for Higher Education" (Sheilah Clarke-Ekong); (11) "The Social Backgrounds of Four Major Twentieth Century African American Intellectuals:..." (Julius Thompson); (12) "The Impact of Diversity on Campus Culture: How Far Does It Go? (Trent Ball, Katherine A. Grant)" (13) "Perceptions of Plessy vs. Ferguson (1896) and Jim Crow as Reflected in Popular Literature and the Press" (Julius E. Thompson); (14) "Developing Campus Choirs" (Lester Woods); (15) "African-American Women Educators: 1891-1956" (Janice Dawson-Threat); (16) "The Minority Mentor Program: The Value of Experiential Learning and Workshops" (Trent Ball, Danielle Carter); (17) "Leadership Roundtable: Focused Dialogue on Affirmative Action" (Ruth Carolyn Jones); and (18) "Missouri Statewide Music and Ministry Workshop" (Summaries of conference speeches by George E. Curry and Ruth Carolyn Jones are also included. (MDM)

ED 410 776 HE 030 311

Thomas, Joy
Collaborative Writing, or, Is Half a Loaf Worth the Stomach Ache?
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Authors; *Cooperation; Higher Education;

ED 410 795 HE 030 365

Holmes, Alexander B.
Ethics in Higher Education. Case Studies for Regents.
PUB DATE- 96
NOTE- 112p.; Preface by Hans Brisch. Foreword by Harold L. Enarson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Board Administrator Relationship; Case Studies; *Codes of Ethics; College Administration; Ethics; Governance; *Governing Boards; Higher Education; *Trustees
IDENTIFIERS- Oklahoma; Trustee Responsibility; Trustee Role

This book of ethics case studies for regents and trustees of institutions of higher education was developed because of the need for ethics materials in the Oklahoma Regents Education Program. The cases presented are more than entertaining stories (fiction extracted from experience). They are invitations to think more deeply and get to the heart of the matter in issues that are, or should be controversial. It describes the general responsibilities and obligations of regents and trustees in carrying out the trust given them. Broader questions are addressed concerning social and business relationships that may inappropriately influence a trustee or regent and the importance of avoiding even the appearance of such conflicts. The book also reviews institutional ethics for other members of the university community. The first two chapters discuss the source of a regent's power and offer a taxonomy of ethical issues. The next six present case studies and variants in six areas of university governance: (1) financial conflicts, (2) academic conflicts, (3) personnel conflicts, (4) the student press, (5) student athletics, and (6) campus organizations. (JLS)

ED 410 796 HE 030 366

Nichols, James O.
The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness. Revised Edition.
PUB DATE- 95
NOTE- 80p.; For related documents, see HE 030 367-368
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *College Outcomes Assessment; Curriculum Based Assessment; Departments; Educational Assessment; Educational Quality; Higher Education; Institutional Research; *Instructional Effectiveness; *Outcome Based Education; Program Effectiveness; Student Educational Objectives

This guide is intended for use by college or university administrators or departmental chairs responsible for implementation of educational outcomes assessment and institutional effectiveness evaluation processes. An introductory chapter explains the guide's purpose, defines key terms in assessment terminology, and explains the institutional assessment paradigm around which the guide is organized. The second chapter focuses on preparation of statements of intended

ED 410 813 HE 030 387

Ratliff, Charles A.; Rawlings, Howard P.; Ards, Sheila; Sherman, Jane
State Strategies To Address Diversity and Enhance Equity in Higher Education.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Admission Criteria; *Affirmative Action; College Admission; Desegregation Methods; Desegregation Plans; *Diversity (Student); Educational Discrimination; Educational Equity (Finance); Elementary Secondary Education; *Equal Education; Ethnic Discrimination; Excellence in Education; Higher Education; Nondiscriminatory Education; Open Enrollment; Public Education; *Racial Balance; Recruitment; School Demography; State Departments of Education; State Programs
IDENTIFIERS- California; Maryland; Washington

The three case studies in this report describe state-level efforts to address diversity and equity in postsecondary institutions in California, Maryland, and Washington. A preface provides some background on affirmative action programs, litigation history, and the roles of state coordinating agencies and institutional governing boards. The California case study titled, "Planning for Growth and Diversity in California" (Charles A. Ratliff), reviews the history of the state's public higher education policy, and discusses its demographic growth, the fiscal constraints on enrollment, its long-term commitment to educational opportunities, problems of access and diversity, future actions, and evaluation methods. The text is augmented by five displays. "Developing New Strategies for Enhancing Access to College in Maryland" (Howard P. Rawlings and Sheila Ards) reviews the history of Maryland's formerly segregated public higher education system, notes current policies and strategies used to promote access, and also discusses K-12 strategies for improvement. "College Admissions Standards and Equity in Washington" (Jane Sherman) sets out the context of the state's educational history, discusses how the state monitors admissions and diversity, and notes future steps. Five data tables are included. (All the reports contain references.) (CH)

ED 410 814 HE 030 388

Rittner, Barbara; Trudeau, Patricia
The Women's Guide to Surviving Graduate School. Graduate Survival Skills.
PUB DATE- 97
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Entrance Examinations; Course Selection (Students); Degree Requirements; Doctoral Programs; Educational Finance; *Females; Financial Needs; Graduate Students; *Graduate Study; Higher Education; Loan Repayment; Majors (Students); Masters Programs; Paying for College; Self Supporting Students; Specialization; Student Costs; *Womens Education; Work Study Programs

developing a flexible qualification system (the National Vocational Qualifications (NVQ) framework, NVQ levels, and sample NVQ routes); efforts to encourage employers to invest in training (the role of industry training organizations, training and enterprise councils, the Investors in People program, and the National Training Awards program); strategies for educating and training young people for high-quality skills (post-16 routes, education initiatives at the postsecondary level and in higher education, further education-sector colleges, apprenticeships, youth training, the Youth Credits program, and careers services); motivating and enabling individuals to train (advice and guidance, incentives to train, and open and distance learning); initiatives to help unemployed people and individuals who are at a disadvantage in the labor market; methods to achieve and monitor quality in the training market; and mechanisms for working in partnership with the European Community (the European Social Fund and European Community training programs). Appended are lists of pertinent acts of Parliament and command papers and abbreviations. (MN)

ED 410 373 CE 074 291

Assaad, Marie; Bruce, Judith
Empowering the Next Generation: Girls of the Maqattam Garbage Settlement. SEEDS No. 19.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 97
NOTE- 30p.; Support also provided by the Turner Foundation, Atlanta, Georgia.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Allied Health Occupations Education; Community Development; Economic Development; *Employment Opportunities; *Empowerment; *Females; Foreign Countries; Individual Development; *Job Training; Vocational Education; *Womens Education; Young Adults
IDENTIFIERS- *Egypt; Garbage Settlements; Microenterprises

Until recently in Egyptian society, girls--from the point when their schooling ends to marriage--existed in a social void. In Maqattam, the situation is changing as a unique intervention has begun to define alternative expectations and opportunities for adolescent girls, providing them with a bridge between childhood and marriage and childbearing. Maqattam is a settlement of 17,000 people whose livelihoods are directly or indirectly linked to garbage collection and sorting. Girls and women make all the usual traditional female contributions to family life and are also in charge of most of the family's postgarbage collection tasks. Begun in 1987, the first livelihood project established for girls, rug-weaving, has two related objectives: adding to girls' economic skills and personal income and finding a way to release them from the confines of their households. It seeks to impart a physical sense of self-esteem. A paper recycling project and an embroidery project were also established in 1993. The paper recycling done exclusively by young women may be the only project of this kind worldwide. A community health program that trains girls as health visitors provides them with health care in addition to training. A crisis management committee is negotiating two crises: first, girls' right to work and gain respect for their time, and, second, continuing autonomy as they marry. The experience suggests that microenterprise should be considered more seriously, along with other interventions, as an entry point for changing the social terms of reference women through the stories of 15 women from a working-class Philadelphia neighborhood and 15 women from southern rural communities who eventually moved to neighborhoods near Duke University in North Carolina. Chapter 1 provides an overview of the book and the study on which it is based. The two research settings are described in chapter 2. Chapter 3 focuses on how the women's attitudes toward knowledge acquired in school and "common sense" shaped their identifies and stance toward schooling. The historical and institutionally specific conditions that shaped the women's life paths and self-concept are detailed in chapter 4, and chapter 5 explains how the urban-bureaucratic and rural-community school contexts each produced its own set of student self-understandings, views of teachers' authority and knowledge, and anxieties about learning. Chapters 6, 7, and 8 deal respectively with the women's attitudes toward teachers, mother-daughter bonds, and motivations for returning to school. Chapter 9 discusses the emotional and psychological insight into the effects of class, race, and gender oppression provided by the women's stories and offers suggestions for eliminating the institutional, cultural, and psychological barriers impeding meaningful and egalitarian school relationships. The book contains 334 references. (MN)

ED 410 390 CE 074 481

Bond, David L.
Tech Prep/School-to-Work Index and Improvement Program. A CORD/Gallup Collaboration. A Diagnostic Tool To Assist in Identifying Areas for Educational Improvement.
PUB DATE- 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Diagnostic Tests; *Education Work Relationship; Evaluation Methods; *Formative Evaluation; Partnerships in Education; Postsecondary Education; Program Development; Program Evaluation; Program Improvement; School Business Relationship; Secondary Education; *Systems Approach; *Tech Prep
IDENTIFIERS- Employer Surveys

This booklet, which is intended for individuals responsible for evaluating and improving tech prep and school-to-work programs, examines the history, structure, and use of the Tech Prep/School-to-Work Index and Improvement Program, which was developed to provide a system for conducting internally focused evaluations of tech prep and school-to-work programs. The booklet begins with a brief discussion of the need for the index and improvement program. Discussed in section 2 are the following: purpose and components; the six-level hierarchy of educational development on which the is based; development, characteristics, and use of the student, teacher and administrator, and employer survey; and benefits of the program. Section 3 explains the aims and features of tech prep and school-to work and their relationship to one another and summarizes selected studies of "best practices" in tech prep and school-to-work. Thirty-eight footnotes are included. Also included are a brochure providing an overview of the Tech Prep/School-to-Work Index and Improvement Program and the first two of a series of updates concerning the program. (MN)

ED 410 391 CE 074 502

textbook review and approval process, and suggestions for revising it. It was mailed to all 88 of Taiwan's SVS textbook publishers and 148 SVS textbook reviewers who were randomly selected from the reviewer database of Taiwan's National Institute for Compilation and Translation (NICT). Responses were received from 54 (61.4%) of the publishers and 125 (84.5%) of the reviewers. A majority of respondents supported 11 of 12 of Taiwan's current SVS textbook review and approval policies. Approval rates for selected suggestions regarding improving the review and approval process were as follows: all textbook manuscripts of the same subject that is offered for more than 1 semester must be submitted for review simultaneously, 60.5%; textbook manuscripts must be typed for review, 80.2%; detailed evaluation criteria must be developed and followed, 56.3%; and all textbook licenses should have the same valid period (4 years), 42.4%. (A flowchart illustrating the SVS textbook review and approval processes managed by Taiwan's NICT and Ministry of Education is included.) (MN)

ED 410 408   CE 074 556

Clemons, Mark
ACR Electrical Systems. Teacher Edition and Student Edition.
PUB DATE- 97
NOTE- 794p.
LANGUAGE- English
EDRS Price- MF5 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning Equipment; Behavioral Objectives; *Competency Based Education; Electric Circuits; Electric Motors; *Electrical Systems; Electricity; Employment Qualifications; *Equipment Maintenance; Equipment Utilization; High Schools; Learning Activities; Lesson Plans; *Refrigeration Mechanics; Standards; State Curriculum Guides; Student Evaluation; Teaching Guides; Tests; *Trade and Industrial Education; Troubleshooting
IDENTIFIERS- Electrical Wiring; *Oklahoma; Secretarys Comm on Achieving Necessary Skills

This document contains a teacher's guide and student guide for a high school-level competency-based course in air conditioning and refrigeration (ACR) equipment electrical systems. Presented in the teacher's guide are the following: explanation of the instructional units' use; competency profile for recording students' performance of the tasks in each unit; national competencies correlated to the unit objectives, assignment sheets, and job sheets; a list linking unit tasks to the related academic workplace skills and competencies they are designed to reinforce; a list of required tools, equipment, and materials; and a list of the six references used to develop the publication. Presented next are the 15 units of instruction. Each unit contains some or all of the following: objective sheets, suggested activities, written test, unit evaluation activity, assignment sheet and written test answers, teacher supplements, transparency masters, information sheet, student supplements, and assignment sheets. The following topics are covered: fundamentals of electricity; tools, materials, and test instruments; electrical power; circuits, symbols, and diagrams; controls and protection devices; transformers and relays; thermostats; introduction to electric motors; split-phase motors; capacitors; capacitor motors; three-phase motors; troubleshooting ACR system electrical circuits; and ACR system

This collection of nine papers is intended for policy makers and educators and marks the beginning of new emphasis on and debate about the indigenization of social and community work education in South Africa. "'New Careers for the Poor': A Review of the Career of an Innovative Idea" (Joseph Katan) reviews and examines the history of the idea of employing indigenous workers in human service organizations and the factors that affected its course of development. It traces the beginning of the idea of idigenization from the 1960s to present day concerns. "The Need for the Indigenisation of the Education of Social Workers in South Africa" (Thobeka T. Kuse) proposes that social work training incorporate the values of the people if it is to be effective in terms of service delivery. "The Family Services Associate Curriculum: Social Work Education for Indigenous Workers" (Wilburn Hayden, Jr.) describes the curriculum. "Southern African Regional Approaches to Indigenising Social Work Education and Practice: The Case of Botswana" (Kwaku Osei-Hwedie) focuses on the seeming inability of programs to indigenize and the factors leading to this situation. "Indigenisation of Social Work Education: A Personal View at a University" (Jean D. Triegaardt) explores and analyzes those issues that have an impact on the process of indigenization from a university point of view. "Indigenisation of Social and Community Work Education: A Personal Technikon View" (Desiree de Kock) looks at the important role technikons (technical schools) have to play. "South African Perspectives of Indigenisation: A Personal Technikon View" (J. N. Steyn) concentrates on a technikon approach to the offering of courses. "The South African Curriculum and Qualification Requirements for Social Workers" (Jouberto Lombard) focuses on an overview of the origin and development of curricula and qualification requirements, explains the present curriculum and qualification requirements, and discusses a personal vision for them. "The UK (United Kingdom) Approach to Social Work Education and Qualification: The Diploma in Social Work" (Tony Hall) is partly a description of the new approach to social work and social care training and partly a case study in institutional change. Individual chapters contain references. (YLB)

ED 410 425 CE 074 600

Casebook of Private Sector Summer Youth Employment Programs. Final Report.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 97
NOTE- 257p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Business; Disadvantaged Youth; Employer Attitudes; *Employment Programs; *Private Sector; Program Implementation; Seasonal Employment; Student Recruitment; *Summer Programs; Work Experience Programs; Young Adults; *Youth Employment
IDENTIFIERS- Job Training Partnership Act 1982 Title IIB

This report profiles programs conducted in 19 cities during the summer of 1996 to employ youth in the private sector. In most of the programs, the youth served were disadvantaged; the programs were created or enhanced in order to replace funds that were cut under Title IIB of the Job Training Partnership Act (JTPA). The report contains 20 chapters. Chapter one provides an overview of the 19 case studies and identifies some

A study examined psychological and contextual influences on the courses of Australian women's lives and careers. Data were obtained from two sources: (1) the Career Development Project (CDP), a longitudinal study of 3,000 Australian men and women who were selected from an initial sample of 17-year-olds in 1973 and whose educational and career paths were followed through 1982, and (2) an in-depth qualitative study of 30 sample members. The study focused on the following: changing perspectives on work and careers; career orientation and success; career plans, motivations, and achievement; attainment of professional careers; gender-related subjective and objective perceptions of job satisfaction; ambivalence, conflict, and orientations in women's lives; factors determining women's career orientation; career dilemmas related to conflicts between home and work; and lifestyle satisfaction. Explanations of career development were discovered to be complex, diverse, and linked to "self factors" (abilities and motivations) and structural factors (women's concentration in secondary labor markets, gender-based job segregation, household divisions of labor, and class and patriarchal social patterns). Men and women appeared to adopt roles and responsibilities that society deemed appropriate at their point in time. Attitudes toward women's work and family roles appeared more variable and susceptible to debate than men's. It was concluded that public policy should take account of personal and social as well as economic factors affecting individuals. (The book contains 337 references and 44 figures/tables. Appended are the following: occupational classification based on the CDP data, details of results for four assessed models, and intercorrelations between model variables for various study subpopulations.) (MN)

ED 410 443 CE 074 624

Kotter, John P.
The New Rules: How To Succeed in Today's Post-Corporate World.
PUB DATE- 95
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Adult Education; *Career Development; *Career Education; Career Ladders; Change Strategies; Competition; *Consultants; *Economic Change; *Entrepreneurship; Graduate Study; Graduate Surveys; Higher Education; Leadership; *Lifelong Learning; Longitudinal Studies; Work Environment
IDENTIFIERS- Organizational Culture

The new realities of today's postcorporate world and the new rules for achieving success were examined through a study of the career progress of a sample of 115 individuals who graduated from Harvard in 1974 with a Master's of Business Administration. The members of the study sample completed yearly questionnaires between January 1975 and 1992. The survey responses were analyzed and compared to the findings of six similar studies that were conducted over the same time period but with more diverse groups of individuals. It was discovered that globalization of markets and competition are rendering the old career paths and rules for career success ineffective. It was concluded that to be successful in today's postcorporate world, individuals must adhere to the following rules: do not rely on convention; continue to monitor globalization and its consequences; move toward the small and entrepreneurial and away from the big and bureaucratic; help big business from both links with strategic needs of an organization, and "adding value." Chapters 6-11 in part III on financial issues discuss the following: overview of accounting; financial and management accounting; cash flow; types of budgets; and financial issues. Chapters 12-20 in part IV on marketing awareness focus on these topics: marketing; captive and competitive marketplaces; the marketing mix; features, benefits, and unique selling points; SWOT (strengths, weaknesses, opportunities, threats) analysis; PEST (political, economic, sociological, technological) analysis; product life cycle; product analysis; and corporate and product image. Chapter 21 offers a final activity to draw up a checklist of actions the user may wish to take. Appendixes include an annotated list of seven resources and an index. (YLB)

ED 410 461   CE 074 653

Wills, Joan
Standards: Making Them Useful and Workable for the Education Enterprise.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); Career Education; Evaluation Methods; Industry; Information Systems; Integrated Curriculum; *Job Skills; *National Standards; Networks; *Occupational Clusters; *Occupational Information; Postsecondary Education; Program Effectiveness; Role of Education; Secondary Education; Staff Development
IDENTIFIERS- *Goals 2000

A review of the standards developed through 22 national occupational skill standards pilot projects funded by the Departments of Education and Labor focused on how they are being used in education and how to improve their use. Although occupational clusters have long played a role in education, the mix of clusters and the use of them varies widely across states. Academic-vocational integration, another standards-related issue, is hindered by lack of a framework of information about career pathways and career progression. Foundation skills identified by the Secretary's Commission on Achieving Necessary Skills have been supported by the pilot projects. The education enterprise needs to incorporate these skills throughout the learning process. There is a need for a support system to help translate industry and occupation standards into useful material for curriculum and instruction. Elements of such a system include the following: relevant assessment and testing tools, a program approval or accreditation process, staff and leadership development, information systems and services, and national and state networks. Among the recommendations for the National Skill Standards Board are the following: support expansion of current consortia/networks; promote cross-agency, standards-driven staff development; infuse standards into career guidance materials; enhance information collection; develop a roadmap to clarify equivalencies between workplace requirements and education needed; and use International Standards Organization processes for quality assurance standards. (KC)

ED 410 462   CE 074 654

Hill, Janice J.

cross-cutting program areas and presents findings in basic research, in technology, and in international activities. Drugs and the brain and the role of addiction are covered in the first specialty area, followed by research findings devoted to aging and the brain. Section 3 profiles findings on human behavior and mental disorders, and section 4 describes research on damage to the brain and spinal cord. Communication and sensory disorders are treated in the following section. Sections 6 and 7 examine the development of the brain and detail the intricacies of learning and memory. Section 8 investigates rehabilitation and restoration of brain function and section 9 outlines environmental impacts on the brain. A chart, which summarizes the nine topic areas, appears in the back. (RJM)

ED 410 481 CG 027 927

Tentoni, Stuart C.
Finding Your First Job in Professional Psychology: The Process of Getting a Clinical Practice Position.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Psychology; *Employment Interviews; Employment Qualifications; Graduate Students; Higher Education; Job Applicants; *Job Application; *Job Search Methods; Personnel Selection; Psychologists; *Resumes (Personal)

Psychologists starting their careers now have a bleaker view of the job market than those who started a decade or more ago. Ways in which new doctoral graduates in psychology can find their first jobs in professional psychology are explored in this paper. The focus is upon what reviewers and interviewers may look for in the curriculum vitae of applicants, the types of questions applicants may be asked during the interview, and other details of the job search. A step-by-step approach for the job hunt is presented. New graduates must be willing to go where the jobs are and should be proficient in using the internet to search for jobs. When responding to an ad, it is important that the vita be accurate, and not exceed two to five pages (i.e., do not send out a pre-internship vita). Reference letters should be written on agency/institution letterhead and cover letters should be brief; screening takes time, up to several months. Bring important documents, such as transcripts, to the interview and never be late for the appointment. Questions asked of the interviewer should deal with such matters as management philosophy and supervision style. (RJM)

ED 410 482 CG 027 932

Warsh, Robin; Pine, Barbara A.; Maluccio, Anthony N.
Reconnecting Families: A Guide To Strengthening Family Reunification Services.
PUB DATE- 96
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

labor market statistics continue to suggest that America's secondary schools have not helped the non-college-attending high school graduate make an effective transition from school to work. The long-term effects of secondary occupational education and Co-op on the postsecondary labor market experiences of non-college-attending females and selected minorities were examined. A causal model was devised to determine the influence of taking secondary occupational education courses and participating in a Co-op, on length of employment and annual income for high school graduates entering the labor force. Analyses results indicated that non-college-attending youth, who took occupational education in high school, did not experience any long-term economic benefit from these occupational education courses. Linking early work experiences via Co-op had no effect on the labor market experiences of non-college-attending high school graduates 10 years after high school. (Author/RJM)

ED 410 501 CG 027 979

Sturkie, Joan; Gibson, Valerie
The Peer Counselor's Pocket Book.
PUB DATE- 94
NOTE- 75p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; *Counseling Techniques; Elementary Secondary Education; Listening Skills; *Peer Counseling; Peer Relationship; Student Needs; *Youth Problems
IDENTIFIERS- Peer Mediation

Peer counselors are individuals who have been trained in communication skills and who have learned how to apply these skills in helping another person. This booklet was written by a peer counselor and peer counseling teacher to fill a frequently expressed need for a quick, easy-to-read reference. Its purpose is to make available to peer counselors a handy reference to reinforce those things learned but difficult to recall. The text is divided into seven chapters. Chapter 1 offers tips and rules for counseling peers and what to do when meeting a stranger. In chapter 2, skills, such as active listening and sending effective messages, are covered. An overview of the counselor-counselee relationship is discussed in chapter 3, along with things to be aware of and things to remember. Chapter 4 explores self awareness, and chapter 5 deals with referrals, outlining when and where to refer, steps in referring, and mandatory reporting to authorities. Chapter 6 offers guidelines for covering various issues, including suicide, self-esteem, child abuse, divorce, parent/child communication breakdown, conflicts with stepparents, death, eating disorders, school problems, peer pressure, substance abuse, and teenage pregnancy. Chapter 7 covers issues of motivation and gives suggestions for self-reflection. This small volume ends with a bibliography. (RJM)

ED 410 502 CG 027 980

Sturkie, Joan; Hanson, Charles
Leadership Skills for Peer Group Facilitators.
PUB DATE- 92
NOTE- 157p.

fourth-grade public school teachers to obtain information on how schools prevent and address reading problems. Results indicated that (1) 95% of respondents said remediation should begin at grade 1 or earlier, but less than half of the respondents in New York City reported that intervention and remediation actually begins at grade 1 or earlier; (2) students in kindergarten through grade 4 spend an average of 68 minutes each day in formal reading instruction; (3) 94% of respondents said there should be specific indicators of what students are expected to learn in reading at their grade level, but 40% report that their school or district has not established such indicators; (4) 28% of respondents indicated there was not a coordinated reading program at their school; (5) only 10% reported that there was a reading test or assessment that a student must pass to be promoted into their grade level; (6) statewide, grade 1-4 teachers report that 33% of their students were reading below grade level; (7) statewide, 22% of grade 1-4 students who were reading below grade level had English as a second language; (8) statewide, 24% of respondents did not have the assistance of a reading specialist; (9) factors critical in helping all students learn to read that were identified by two-thirds or more of all teacher respondents were early intervention, parent involvement, and reduced class size; and (10) statewide, respondents had an average of 20 credit hours of undergraduate or graduate college courses in the teaching of reading. (RS)

ED 410 521 CS 012 858

Special Order of Business: Reading for Life.
PUB DATE- 97
NOTE- 11p.; Adopted by the NYSUT Representative Assembly May 1-3, 1997. For related document, see CS 012 857.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Size; Early Intervention; Elementary Secondary Education; *Graduation Requirements; Parent Education; Preschool Education; *Reading Instruction; *Reading Programs; Student Development; *Student Needs
IDENTIFIERS- *New York; New York State United Teachers

This paper presents a resolution passed by the New York State United Teachers calling on New York State to adopt a "Reading for Life" plan. Also, included is a letter to Chancellor Carl T. Hayden discussing the resolution and recommendations on changes in high school graduation requirements. The paper first sets out the resolution on the "Reading for Life" plan, which aims to expand and improve opportunities for quality early learning experiences by: (1) guaranteeing all 4-year-olds access to a prekindergarten program; (2) requiring all school districts to provide full-day kindergarten and making attendance compulsory; (3) aiming for a goal of one teacher for every 15 students in kindergarten through grade 3; (4) identifying and correcting reading problems at much earlier stages than is currently common; and (5)providing literacy programs for parents. The paper then presents the letter which describes the Reading for Life plan and discusses changing high-school graduation requirements, including why graduation requirements are central; the need to maintain multiple diplomas; flexibility and student choice; principles for balancing rigor and flexibility; and the need for an advisory committee. (RS) groups at both grades 8 and 12, and across gender groups at grade 8; (4) among 12th-graders, males were drawn to a story about a soldier and females were drawn to a story about a relationship; and (5) although identical questions were used, many questions were more or less difficult to answer in conjunction with certain stories. (Contains 14 tables and 10 figures of data. Appendixes contain data; the comprehension questions; and details of the procedures and methods used.)(RS)

ED 410 540   CS 012 901

Scholes, Robert J.
The Case against Phonemic Awareness.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading (4th, Chicago, IL, March 22-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Instructional Effectiveness; Literature Reviews; Primary Education; Reading Improvement; *Reading Instruction; *Reading Processes; *Reading Research; *Reading Skills
IDENTIFIERS- *Phonemic Awareness; *Phonological Awareness

Phonological awareness has little, if anything, to do with reading or the acquisition of literacy. Learned opinion has been divided as to the relationship of phonological awareness and reading. Some scholars hold that the ability to analyze speech into discrete phonic segments is a precursor to, even a cause of, successful reading acquisition, while others claim that it is a result of learning to deal with language in terms of an alphabetic script. Scholars do not agree on a definition of "reading" or of "phonological awareness." Numerous studies have shown that adult native speakers who are not literate are not able to perform phonological awareness tasks while readers of alphabetic scripts are able to do these tasks. Research has also shown that phonological awareness is a result, and a very limited one, of acquiring alphabetic literacy. While some studies attempt to show that phonological awareness training improves students' decoding skills, no study has demonstrated that phonological awareness improves/enhances/predicts a child's ability to understand a written text. Attempts to enhance reading skills in children by training in phonological awareness typically fail. It is surprising that the belief in a phonological basis for reading development and skill is so "stubbornly maintained" in the face of common sense and scientific evidence. (Contains 31 references and a table of data.) (RS)

ED 410 541   CS 012 902

Keene, Ellin Oliver; Zimmermann, Susan
Mosaic of Thought: Teaching Comprehension in a Reader's Workshop.
PUB DATE- 97
NOTE- 272p.; Foreword by Donald H. Graves.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; *Critical Reading;

John Donne; a reading selection on stereotypes and choices; a brief history of anti-semitism; a poem; questions based on Wiesel's "Night"; a choral reading sample; a response to Executive Order 9066: All Americans of Japanese Descent Must Report to Relocation Centers; Report to survivor testimonials; and a list of books and supplemental activities. (RS)

ED 410 560 CS 215 833

Pavelka, Patricia
Making the Connection: Learning Skills through Literature (3-6).
PUB DATE- 97
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Classroom Environment; Elementary Education; *Reading Instruction; *Reading Skills; Student Motivation; Student Needs; Teaching Guides; Teaching Methods; *Vocabulary Development

Basing skills instruction on the multitude of books available to children, this book connects all the necessary reading skills to literature which will stimulate and motivate students in grades 3-6. Teachers can use the book as a blueprint for reading instruction or as a stepping-off point for a creative literature-based program. Part I of the book talks about teaching through meaningful contexts, creating a print-rich environment, components of a process classroom, and teaching to students' needs. Part II presents techniques to advance comprehension and vocabulary development. Part III of the book gives examples of how to teach specific skills to students, and each skill is covered by activities based on one of more specific children's books. Part IV discusses ways to accommodate for different abilities in the classroom, and includes a list of high-interest, age-appropriate books for "struggling" learners. (RS)

ED 410 561 CS 215 834

Areglado, Nancy; Dill, Mary
Let's Write: A Practical Guide to Teaching Writing in the Early Grades.
PUB DATE- 97
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Writing; *Class Activities; Parent Participation; Primary Education; *Teacher Role; Teaching Methods; *Workshops; Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- Minilessons

Developed from actual classroom need and field-tested with primary teachers across the country, this how-to book presents the "nuts and bolts" of how to implement a writing program that turns kids on to writing. Throughout the book, three teachers share vignettes about writing sessions in their classrooms. After an introduction and foreword, chapters in the book are: (1) The Teacher's Role in Developing Writers; (2) The Elements of a Writer's Workshop; (3) Writing with Precision, Writing with a Plan; (4) Encourage Children to Revise, Edit, Confer, and Publish; (5) Helping Writers Grow; (6) The Benefits of specifically on the skills necessary for a slave to successfully run to freedom, the inner workings of the Underground Railroad, the specialized knowledge of the runaways, and the major conductors along the line. The paper suggests 7 days as the number of class periods for the lessons. It gives a brief description of the activities, day by day, which include outside homework projects, the reading of specific stories, and student research and written recording of narratives collected. The paper also suggests extended enrichment activities. Contains 11 references. (CR)

ED 410 580 CS 215 945

Goncalves, Wande Knox
"Little Black Sambo" and the Legacy of Image in African American Literature for Children.
PUB DATE- 94
NOTE- 9p.; Paper presented at The Annual Conference and Exhibit of The Association for Supervision and Curriculum Development (Baltimore, MD, March 22-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Stereotypes; Black Students; Black Youth; *Childrens Literature; *Cultural Context; Elementary Secondary Education; *Popular Culture; *Racial Attitudes; Racial Bias; Racial Discrimination; *Self Concept
IDENTIFIERS- African Americans; *Little Black Sambo; Media Imagery

In "The Story of Little Black Sambo," initially written for her own children and published in 1898, Helen Bannerman describes the adventures of a young dark-skinned child and four tigers. Because it was smaller and more manageable than most children's books of the time--text and illustrations were positioned on the same page for high child interest--it was quite revolutionary. These early Bannerman stories were meant for European and White American children, and for many of them the stories comfortably continued racist notions and stereotypes. Although Bannerman's Black Sambo was supposed to represent an Indian child, the American Sambo which appeared in subsequent books was clearly African. Some Black adults recall being in white settings and feeling embarrassed and demeaned by the association with "Sambo." In the 1940s and 1950s, Sambo stories appeared on many public school and library approved lists, but, by 1980, the Little Black Sambo series had been relegated to the historical bookshelves. As early as 1949, however, Black parents had appealed to public education boards to discontinue the use of a book which they felt was discriminatory and racist. For a while after Sambo's disappearance, there was no presence of African Americans at all in children's literature. In the past 25 years, however, a body of literature with images that celebrates and elevates African children, family and culture has been created by authors-illustrators such as Eloise Greenfeld, Julius Lester, John Steptoe, Virginia Hamilton, and Leo and Diane Dillon. The role of the classroom teacher includes being an advocate for the development of positive self images for all children through a heightened sense of responsibility in the selection of children's literature. (Contains 6 references.) (CR)

ED 410 581 CS 215 946

Gordon, Douglas; Mulligan, Roark
Just Talking: A Conversational Model for Assessment.

*Intercultural Communication; *Student Experience; Student Reaction; *Student Welfare
IDENTIFIERS- Faculty Attitudes

International students from western European countries attending American universities often face severe culture shock in the areas of education and personal development. The four stages of culture shock are the honeymoon stage, crisis stage, recovery stage, and the adjustment stage. Culture shock can be overcome by finding out about the new culture, learning the basics of the language, observing carefully, tolerating differences, and developing flexibility. Educational shock comes from encountering differing educational systems, different power structures, and the need to use English 24 hours a day. Gaining new experiences and memories is an important step in overcoming culture shock and personal development shock. The majority of international students arrive in the United States without their family and have left their friends and natural support system behind. American ethnocentrism is one reason why undergraduate international and American students often do not make friends with each other. International communication majors are much more likely to overcome culture shock more easily and adjust to American ways less painfully. Members of the communication faculty are more likely to be concerned about international students because of their own research interests. There is no guarantee that culture shock will be overcome. Neither is there a guarantee that both Americans and international students will ever get used to each other's ways. (Contains 33 notes. Appendixes contain a story that contains hidden incidents that will seem normal to most Americans, but are strange for international students.) (RS)

ED 410 600   CS 509 552

Leichty, Greg
Making Sense of the Role Category Questionnaire.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Savannah, GA, April 2-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Communication Skills; Higher Education; *Interpersonal Communication; Intimacy; Literature Reviews; *Questionnaires; Research Needs; Validity
IDENTIFIERS- Communication Behavior; Research Suggestions; *Role Category Questionnaire (Crockett)

Despite over 30 years of review and analysis, researchers still are unclear as to what W.H. Crockett's Role Category Questionnaire (RCQ) of interpersonal differentiation actually measures. Among the constructivists, at least four different explanations have been advanced. The "orthodox" interpretation holds that the RCQ constitutes a representative sample of the constructs available for construing others. A review of the literature suggests that it is time to shift from seeing RCQ based differentiation as a representation to viewing it as a measure of process. A process/motivational explanation incorporates the core insights of each of the alternate positions and simultaneously explains the relationship between several RCQ measures of construct system development, namely differentiation, construct abstractness, and impression integration. Existing research on impression formation during assisted instruction) software programs may influence the affection, perception, and cognition of elementary school students in Taiwan. A sample size of 332 was drawn from the sixth-grade students of 2 elementary schools. Students were assigned to 16 groups which represented the total number of combinations between 8 background colors and 2 text brightnesses. For each group, 7 sets of testing materials and questions were presented on the computer screen corresponding to 7 different text colors. Testing materials included questions on the Chinese language (memory retention of words, phrases, and short sentences) and from the natural sciences (memory and comprehension of articles of different length). Results indicated that: (1) purple background color was significantly preferred over red, however background color had no effect on perception and cognition; (2) text brightness had no effect on affection, perception, and cognition; and (3) text color had significant effects on affection and perception, but it had no significant effect on cognition. (Contains 17 references.) (Author/RS)

ED 410 620 CS 509 586

Brewer, Ernest W.
13 Proven Ways to Get Your Message Across: The Essential Reference for Teachers, Trainers, Presenters, and Speakers.
PUB DATE- 97
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audience Awareness; *Communication Skills; Elementary Secondary Education; Inservice Education; *Professional Training; Staff Development; Teacher Education; *Teacher Effectiveness; Teaching Methods; Teaching Skills
IDENTIFIERS- *Communication Strategies; *Oral Presentations

Intended to help individuals become better educators, this book can serve as a reference for teaching fundamentals and challenge experienced teachers to expand their repertoire of skills in working with their various audiences. The presentation techniques delineated in the book have proved successful in the classroom, at conferences, and in workshops, and can be as useful with one or a few participants as with an audience of hundreds. A checklist is provided in the book to help the reader decide which method to use at which time; planning and evaluation worksheets for each method are also provided. Each communication method is discussed in a separate chapter in the book: (1) Lecture; (2) Small-Group Discussion: (3) Role-Playing; (4) Case Study; (5) Demonstration; (6) Panel; (7) Inquiry Method; (8) Buzz Groups; (9) Programmed Instruction; (10) Directed Study; (11) Experiment; (12) Brainstorming; and (13) Questioning. (NKA)

ED 410 621 CS 509 587

Blunck, Paula Marie
A Communication Competency Assessment Framework: A Literature Review of Communication Competency and Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 39p.

York metropolitan area, their parents, teachers, administrators, and support staff. Data were gathered from school-profile data, focus group interviews, individual interviews, and shadowing. The case study was based on the theoretical framework of Popkewitz, Tabachnick, and Wehlage (1982), which identified school cultures as technical (in which techniques become the ends of school activity rather than the means), illusory (in which activities and purposes seem unrelated), and constructivist (in which collaborative authority and knowledge dominate). Findings show that the culture of the school was illusory and in some instances, technical. The female students identified a few caring faculty members who served as supportive links; however, the at-risk students were not engaged. Racism, sharp boundaries between the school and community (which conflicted with the school's stated objective of community involvement), and faculty expectations of student failure all contributed to the students' sense of alienation. Recommendations are offered for creating a collaborative, caring environment. Four tables are included. (Contains 14 references.) (LMI)

ED 410 639   EA 028 530

Bruno-Jofre, Rosa; Young, Jonathan
Controversial Issues in Public School Administration: Outline for an Inclusive Institute.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship; *Controversial Issues (Course Content); Critical Theory; *Cultural Pluralism; Democracy; *Educational Administration; Educational Theories; Elementary Secondary Education; Foreign Countries; Higher Education; Masters Programs; Politics of Education; *Power Structure; Professional Development; *Public Schools; Social Stratification
IDENTIFIERS- *University of Manitoba (Canada)

During 1993-94 the educational administration faculty at the University of Manitoba (Canada) became involved in a self-study process to examine issues of equality and inclusivity in relation to the masters program. This paper describes an elective course for students enrolled in the Educational Administration Master's Program at the University of Manitoba. The course seeks to engage participants in high-order critiques of educational practice and discourse. It will provide a framework for analyzing how schools have responded not only to the demands of the economy and the state, but also to a variety of social demands. The course will also examine how schools have dealt over time with issues of class, race, gender, heterosexism, ableism, and sexual orientation. In addition, the course will explore how teachers envision and re-envision their roles in a process of change. The three-credit course will integrate a historical perspective into the analysis of administrative concerns and theories, with a focus on Manitoba public education and contested issues of equity and inclusivity. The course is organized around four interconnected themes: (1) the role of the school as a politically contested arena; (2) the development of teaching as a profession; (3) the role of the teacher and gender issues; and (4) curriculum, political socialization, and the idioms of Canadian citizenship. (LMI)

District Relationship; *State Standards
IDENTIFIERS- *State Takeovers

In the last decades, a number of states have passed legislation identifying the conditions under which state officials can and should intervene in the operation of school districts. This paper uses a grounded qualitative approach to develop a lexicon of concepts and a framework for comparing intervention laws across states. The paper analyzes the intervention laws and available regulations of 17 states. For each state, the paper identifies the areas of laws and regulations that are targeted for state oversight, the mechanisms that trigger intervention, the types of state intervention mandated, the responses required of districts, and the conditions specified for release from intervention. It also examines the various time frames required for certain actions and the degree of discretion allowed state officials. A comparative matrix summarizes how these features vary across states in three phases of the intervention process. The conclusion discusses three general types of state-district authority relations represented in the laws--authoritarian, collaborative, and democratic--and offers possible directions for further inquiry. Five tables are included. (Contains 13 references.) (LMI)

ED 410 659 EA 028 554

Hord, Shirley M.
Professional Learning Communities: Communities of Continuous Inquiry and Improvement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Change Strategies; Cooperative Planning; *Educational Cooperation; *Educational Improvement; Elementary Secondary Education; *Faculty Development; Leadership; Participative Decision Making; *Professional Development; Teacher Motivation; Teacher Role
IDENTIFIERS- Learning Organizations

Effective school restructuring requires teacher motivation and action to transform knowledge about change into reality. This paper defines and describes what is meant by "professional learning community"; describes what happens when a school staff studies, works, plans, and takes action collectively on behalf of increased learning for students; and discusses what is known about creating such communities of professionals in schools. The literature indicates that professional learning communities produce positive outcomes for both staff and students. For staff, being part of a professional learning community reduces teacher isolation, increases commitment to the mission and goals of the school, creates shared responsibility for the total development of students, creates powerful learning that defines good teaching and classroom practice, and enhances understanding of course content and teacher roles. Other benefits include higher satisfaction and morale and reduced absenteeism. To develop a community of learners, pull interested, willing people together; engage them in constructing a shared vision; develop trust and relationships; and nurture a program of continuous learning. A review of a synthesis of five case studies (Louis and Kruse 1995) identifies factors of good leadership and elements of effective external support. The final section describes additional pragmatist epistemology. Its outcomes informed the design of a new 3-year, school-review process that seeks to integrate local governance, school planning, action-research evaluation, external reviews, and systemic performance assessment. Underlying the recommended policy is a touchstone set of processes and criteria that comprise a theory of mutual and educative accountability. The theory coheres with liberal, democratic, and limited forms of community government; educative leadership; and ideally, communitarian rather than collegial forms of professionalism. The challenge was to assemble the forms of educative accountability preferred by the immediate stakeholders, develop a state education-accountability policy that promised to "prove" and "improve" public education, and advance accountability policymaking in schools. All policy preferences articulated by school-community and stakeholder groups were included in the Accountability Policy Questionnaire, which was used to measure the level of support within each stakeholder group for each policy proposal. Seven tables are included. (Contains 34 references.) (LMI)

ED 410 680 EA 028 580

Milks, Mary Jo, Comp.
United States Catholic Elementary and Secondary Schools 1996-97: The Annual Statistical Report on Schools, Enrollment and Staffing.
PUB DATE- 97
NOTE- 68p.; For 1995-96 report, see ED 399 611.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Catholic Educators; *Catholic Schools; Elementary Secondary Education; *Enrollment; *Enrollment Trends; Ethnic Distribution; Geographic Regions; Private Schools; *School Demography; *School Statistics; Teacher Distribution; Teacher Student Ratio

Since 1969-1970, the National Catholic Educational Association (NCEA) has published an annual statistical report on Catholic elementary and secondary schools in the United States. This report for 1996-97 contains the core school enrollment and staffing data as well as data on Title I services, extended-care programs, school boards, and single-gender schools. The first part of the report presents a summary of the demographic trends that affect both public and private education. The second part provides statistics on school type, region, and location; enrollment; staffing; and selected programs in Catholic education. The report is based on information submitted by 175 archdiocesan and diocesan offices of education and one state Catholic Conference. Highlights of the findings are: (1) Population trends show increasing numbers of students at preschool and elementary age levels; (2) the total number of Catholic school students was 2,645,462--an increase of 10,244 students since the previous year; (3) non-Catholics represented 13.5 percent of enrollment; (4) the percentage of minorities in Catholic schools has more than doubled since 1970-71 and continued to increase in 1996-97 (currently at 25 percent); and (5) about 92 percent of full-time-equivalent faculty were lay men (about 18 percent) and women (about 74 percent). Twenty-five exhibits are included. Appendices contain a summary report of basic school statistics, a list of states with enrollment increases, and a summary report of supplemental data by region and state. (LMI)

ED 410 681 EA 028 581

service delivery system. Seventy-four individuals with HIV/AIDS completed surveys about their employment-related experiences. In addition, five focus groups were conducted throughout Massachusetts with 29 individuals with HIV/AIDS. Sixty-eight percent of study participants were unemployed. Individuals with HIV/AIDS described employment as a central source of well-being and dignity. Among work-related obstacles and concerns were a fear of losing Social Security benefits (if working) and a fear of discrimination. Unemployed individuals wanted to return to work but felt that existing AIDS or state agencies were not meeting their job training and placement needs. Employed individuals were concerned that requested job accommodations (such as schedule modifications) were often not granted. Respondents reported using personal supports such as friends or family before professional resources. Specific recommendations and suggested resources are offered to individuals with HIV/AIDS concerning Social Security benefits, employment rights, health insurance, and vocational rehabilitation services. (DB)

ED 410 700 EC 305 750

Timmons, Jaimie Ciulla; Fesko, Sheila Lynch
Employment Needs of Individuals with HIV/AIDS: Service Providers' Viewpoints.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Administrators; Adults; *Agencies; Counselors; Delivery Systems; Diseases; Health Insurance; Job Placement; Needs Assessment; Outreach Programs; Referral; Social Support Groups; *Special Health Problems; State Programs; Surveys; *Vocational Rehabilitation
IDENTIFIERS- Massachusetts

In order to evaluate the provision of employment-related services by AIDS service organizations (ASOs), a statewide survey of 89 ASOs in Massachusetts was conducted. Also, state vocational rehabilitation (VR) agencies were surveyed resulting in responses by 255 VR administrators and 266 rehabilitation counselors. Organizations were asked the extent to which support around employment was provided, the type of work-related services delivered, and where consumers were referred for assistance with employment. ASOs indicated that the employment needs of individuals with HIV/AIDS are becoming increasingly important, but incorporating work-related support into current services provided has been difficult (only 56 percent provided employment support). ASOs have been more successful in meeting health and income related support needs and frequently refer employment-related issues to other agencies. However, ASOs reported infrequent referrals to the state vocational rehabilitation system. VR administrators and counselors reported limited outreach to individuals with HIV/AIDS. Specific recommendations are drawn for ASOs and vocational rehabilitation systems. (DB)

ED 410 701 EC 305 751

*Program Content; Program Evaluation
IDENTIFIERS- New Hampshire

This manual describes the "New Hampshire Leadership Series," a leadership training program designed to assist individuals with disabilities and their families to create a vision for themselves and to achieve positive futures. The manual is divided into six major sections. The first section, "Introducing the New Hampshire Leadership Series," provides the history of the leadership training series and discusses the effectiveness of the program. The second section, "Step-by-Step: Creating the New Hampshire Leadership Series," describes the necessary ingredients to running a successful leadership series. An overview of the series is presented, including the staff who run the series, how participants are selected, and how leaders in the field are secured to present during the six two-day sessions. The third section, "Session Content," discusses the format and dynamics of the sessions. Topics of the sessions include: parents' dreams for their children, practices and ideas for making dreams a reality, the legislative process and how to change laws, and community organizing strategies, and negotiation skills. Following sections of the manual include: "Funding the Leadership Series," "The Evaluation of the Leadership Series," and "Leaders Tell Their Stories." Appendices include nomination process forms and letters, application forms, session agendas, and budget and fund raising letters. (CR)

ED 410 719 EC 305 773

Shapiro-Barnard, Susan; Tashie, Carol; Martin, Jill; Malloy, Joanne; Schuh, Mary; Piet, Jim; Lichtenstein, Stephen; Nisbet, Jan
Petroglyphs: The Writing on the Wall.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Access to Education; Curriculum Development; Daily Living Skills; *Disabilities; Friendship; High Schools; *Inclusive Schools; Mainstreaming; *Peer Acceptance; Photographs; Photojournalism; *Social Integration
IDENTIFIERS- Academic Accommodations (Disabilities)

This book is a collection of photographs and accompanying text that focuses on the inclusion of high school students with disabilities in general education classrooms in New Hampshire. For each topic, a black-and-white picture is presented of a student with a disability in a general education setting. The opposing page has a paragraph on what people used to think about students with disabilities, paired with a paragraph on what people now know about students with disabilities. Topics include: academics, curriculum, natural supports, life skills, community, friendship, work, graduation, restructuring, future planning, and respect. The text stresses the need to change society's beliefs about the limitations and segregation of high school students with disabilities and to make the accommodations necessary to include these students in general education. (CR)

ED 410 720 EC 305 776

IDENTIFIERS- *Disproportionate Representation (Spec Educ)

This book discusses the disproportionate representation of students from minority backgrounds in special education and gifted classes, and presents strategies that practitioners can use to better address the educational needs of all students. Chapter 1, "Disproportionate Representation: A Contentious and Unresolved Predicament" (Alfredo J. Artiles and Grace Zamora-Duran), provides an outline of the problem of student placement, disproportionate representation, and misclassification. Chapter 2, "Changing the Context of Assessment: The Move to Portfolios and Authentic Assessment" (Robert Rueda), criticizes traditional standardized assessment approaches that disregard students' prior knowledge and cultural differences and proposes the use of performance assessment approaches. In chapter 3, "When Behavior Differences Are Not Disorders" (Sharon R. Ishii-Jordan), the cultural influences on student behavior are discussed as well as the need for educators to be aware of the role of cultural meaning underlying human behavior. Chapter 4, "From Tests To Talking in the Classroom: Assessing Communicative Competence" (Grace Zamora-Duran and Elba I. Reyes), presents guidelines for educators to use to assess students' language proficiency in order to decide whether a more comprehensive assessment or a prereferral intervention is needed; (5) "Disproportionate Representation in Gifted Programs: Best Practices for Meeting This Challenge" (James M. Patton), discusses the under representation of children from minority backgrounds in gifted education and presents alternative assessment procedures. The final chapter, "Disproportionate Representation: Current Issues and Future Directions" (Grace Zamora-Duran and Alfredo J. Artiles), provides a summary of recommended practices to address the problem of disproportionate representation. (Each chapter includes references.) (CR)

ED 410 737 EC 305 798

Xu, Bailun
Golden Key Program. Common Education for Visually Impaired Children in Western China.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; Foreign Countries; Incidence; *Inclusive Schools; Mainstreaming; *Partial Vision; Regular and Special Education Relationship; Rural Education; *Student Placement; *Visual Impairments
IDENTIFIERS- *China

This paper describes a new program in the Western provinces of China (Guangxi, Guizhou, Yunnan, Gansu, Ningxia, Qinghai, Xinjiang, Tibet, and Inner Mongolia) that is designed to integrate 20,000 children with low-vision into general education classrooms. The Golden Key Research Center of Education for Visually Impaired has been working with the Chinese government since 1990 to implement the program in the East and Northeast China. The first Golden Key Program in the Western provinces is being implemented in Guangxi and includes the following objectives: (1) to enable 1,614 children with visual impairments to receive integrated education and raise the school enrollment rate of Guangxi Autonomous Region to above 90 percent; (2) to provide training for teachers and

and English for academic purposes in college-level courses is discussed, particularly as it is relevant to the Japanese university context. Focus is on adaptation of techniques used in the United States for sheltered English instruction and on selection of appropriate video materials. Ideas are offered for choosing and customizing documentaries, movies, television commercials, public service announcements and government films. An example of each of these video types is offered, with specific classroom activities suggested. Contains three references. (MSE)

ED 410 756   FL 024 698

Jang, Younghee; Ulanoff, Sharon
Multiple Perspectives on the Implementation of a Program for Second Language Learners.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Educational Objectives; Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; High Schools; Middle Schools; *Organizational Communication; Parent Attitudes; *Parent Participation; Program Evaluation; Second Language Learning; *Second Language Programs; Secondary School Teachers; *Staff Development; Surveys; Teacher Aides; Teacher Attitudes

This study investigated the effectiveness of a second language program in seven schools in a medium-sized school district in central California during the 1994-95 school year. Three educational levels (elementary, middle, and high school) were examined from the perspectives of teachers (n=194), administrators (n=23), instructional aides (n=40), parents (n=10), and others (n=14). The questionnaire administered to the respondents consisted of 67 Likert-type items on four scales: program goals and objectives; instructional practices, activities, and materials; staff development; and parent involvement. Questions were drawn from the district's school site plans, as well as from guidelines for programs serving second language learners, research, and practice. Results showed different response patterns from different constituent groups. Interviews at the school sites indicated lack of communication among staff. Parents were more satisfied than teachers, administrators, and aides about program implementation. Implementation differences were found between school levels; high schools were least satisfied with implementation, while elementary schools were most satisfied. The parent involvement component appeared to be the weakest area at elementary and middle school levels. At the high school level, the program goals and objectives component appeared weakest. Effective instructional practice was the strongest area at all levels. The questionnaire is appended. Contains 16 references. (MSE)

ED 410 757   FL 024 700

Garr, Madeline B.
Using an Entrance and Exit Interview Process To Assess the Effectiveness of an IEP Program.
PUB DATE- 97

*Interpersonal Relationship; Scholarship; *Writing for Publication; *Writing Strategies
IDENTIFIERS- *Collaborative Writing

This paper presents eight suggestions for improving the chances for success of collaborative writing projects among scholars. Based on personal experience and semi-structured interviews with colleagues, eight "clues" for collaboration were identified: (1) a written pre-collaborative agreement; (2) an unambiguous work plan; (3) equal motivation on the part of collaborators; (4) the need for a partnership to have more going for it than collective need; (5) the need for collaborators to quarrel and discuss conflicts; (6) a critical reader to offer suggestions; (7) the need for close personal contact to prevent procrastination; and (8) the possibility of writing collaboratively with a spouse or significant other. (MDM)

ED 410 777   HE 030 312

Peled, Ofra N.; Kim, Anna C.
Evaluation of Supplemental Instruction at the College Level.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biology; College Instruction; *College Students; *Grades (Scholastic); Higher Education; *Instructional Effectiveness; *Supplementary Education; *Teaching Models; Undergraduate Study
IDENTIFIERS- *National Louis University IL

This paper offers a new method of evaluating the Supplemental Instruction (SI) model as implemented in biology courses at National-Louis University in Chicago, Illinois. From 1990 through 1993, 14 classes of general biology were taught by the same instructor, using the same textbook and syllabus. An SI leader was available for five of the classes, and conducted SI sessions before or after class. A total of 140 students attended classes without SI, while 94 students with an SI leader. It was found that classes with SI had an average grade of 74.1 percent, while those without SI had an average grade of 67.6 percent. Within the classes that had an SI leader, grades of students who attended SI sessions were, on average, 12 percent higher than the grades of students who did not attend the sessions. (Contains 11 references.) (MDM)

ED 410 778   HE 030 313

Kasworm, Carol E.
Adult Meaning Making in the Undergraduate Classroom.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; Beliefs; *College Students; *Education Work Relationship; *Educational Attitudes; Educational Environment; *Family School Relationship; Higher Education; Qualitative Research; *Self Evaluation (Individuals); Student Attitudes; Student Experience; Undergraduate Study

This study examined the influence of past life experiences and educational (student) outcomes at the departmental level and how these statements serve as the basis for assessment activities. Chapter 3 addresses the assessment of student learning and sees such assessment as a means to program improvement. It describes, with examples, a variety of qualitative and quantitative assessment measures. The following chapter considers how to use and document assessment results to improve instructional programming organized around changes in "what is taught" and "how it is taught". Chapter 5 examines implementation of institutional effectiveness measures within administrative or educational support departments. It relates the proposed approach to others including Management by Objectives, Total Quality Management, and Continuous Quality Improvement. The final chapter summarizes the critical issues in implementation of educational outcomes assessment at the departmental level. Appendices provide blank assessment record forms and sample completed forms. (DB)

ED 410 797   HE 030 367

Nichols, James O.
Assessment Case Studies: Common Issues in Implementation with Various Campus Approaches to Resolution.
PUB DATE- 95
NOTE- 212p.; For related documents, see HE 030 366-368.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Case Studies; *College Outcomes Assessment; Colleges; Community Colleges; Curriculum Based Assessment; Departments; Educational Assessment; Educational Quality; Evaluation Methods; Higher Education; *Instructional Effectiveness; *Outcome Based Education; Program Effectiveness; Student Educational Objectives; Student Evaluation; Universities

This is a collection of case studies on the implementation of institutional assessment and evaluation of student outcomes in higher education. The cases are drawn from eleven institutions. Research universities and four-year colleges included were: Clemson University (South Carolina), State University of New York (Albany), University of Kentucky (Lexington), Sam Houston State University (Texas), Appalachian State University (North Carolina), University of Montevallo (Alabama), and Stillman College (Alabama). The community colleges examined were: Coastal Carolina (North Carolina), Collin County (Texas), Mount Hood (Oregon), and Jefferson State (Alabama). Specific examples are also drawn from other institutions and included in appendices. The book includes a general introduction to institutional assessment, a discussion of issues in the initiation of the assessment process, and guidance for creating a detailed evaluation program at the departmental or program level. The book also describes establishment of an institutional effectiveness or assessment cycle on the campuses used for the case studies and discusses costs of assessment programs. Appendices include an outline of case study topics; examples of intended educational outcomes and assessment measures from various disciplines; examples of institutional statements of purpose; an extract from a program and support services review; sample questionnaires; a summary of departmental assessment plans; a review of educational units, regulations, and instructions; and a description of assessment cycles. (JLS)

ED 410 798   HE 030 368

This guidebook offers advice to women students on surviving and thriving in graduate school. It takes the reader from the graduate school selection process to completing the program successfully. Written in a informal style, the 11 chapters include: (1) "Should You Go to Graduate School?" (pros and cons of attending graduate school, deciding what to study, finding out which schools offer suitable programs); (2) "Taking the Plunge" (picking a school, selecting a program, and assessing costs); (3) "The Application Process" (pros and cons of declaring a disability, application essays, letters of reference); (4) "To Be In or Not To Be In" (waiting for acceptance, dealing with rejection); (5) "Paying for It" (determining financial needs, ways to get money, repaying loans); (6) "Getting a Running Start" (getting oriented, setting up a study space, selecting and registering for courses); (7) "Learning Your Way Around" (getting around on campus and off-site); (8) "Settling In" (dealing with the first week of school, how to dress, proper forms of address, sexual harassment, networking, and surviving); (9) "The Syllabus as a Learning Contract" (buying textbooks); (10) "The Road to 'A' Work" (attending classes, study patterns, dealing with assignments, examinations, and writing papers); and (11) "Swimming Rather Than Sinking" (coping with deadlines, incompletes, dropping courses, and using an adviser). (CH)

ED 410 815 HE 030 389

Summary Statistics. Annual Survey of Colleges, 1995-96 and 1996-97.
PUB DATE- 97
NOTE- 158p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Admission Criteria; *College Admission; *College Freshmen; College Graduates; *Educational Attainment; Educational Trends; *Enrollment Trends; Full Time Students; Geographic Regions; Grants; Higher Education; National Surveys; Part Time Students; Paying for College; *School Holding Power; Statistical Data; Student Attrition; Student Characteristics; *Student Financial Aid; Student Loan Programs; Tables (Data); Trend Analysis; Two Year College Students; Undergraduate Students

This annual statistical survey provides profile and trend data on undergraduate and freshmen enrollment at the 3,177 two-year and four-year colleges and universities in the United States which responded to a College Board questionnaire. The report is arranged in two parts, with parallel sets of data tables. In Part 1, tables 1-23 present national profile data for fall 1994 undergraduate and freshman enrollment and admission, 1994-95 student progress and financial aid, and 1993-94 degrees conferred; tables 24 through 41 compare data for academic years beginning in the fall of 1983, 1993, and 1994 for undergraduate enrollment, freshman enrollment, freshman applications, student progress, and financial aid. Twenty-four appendix tables furnish undergraduate and freshman enrollment data for fall 1994, and comparisons for 1983, 1993, and 1994 for the six College Board regions--New England, Middle States, South, Midwest, Southwest, and West. Tables in Part 2 present the same data, but cover fall 1995 enrollment, 1995-96 student progress and financial aid, and 1994-95 degrees conferred; institutional comparisons cover data for academic years beginning in the fall of 1984, 1994, and 1995; appendix tables cover undergraduate and freshman enrollment for fall 1995, and comparisons for

for adolescent girls. (YLB)

ED 410 374 CE 074 319

Computer-Integrated Manufacturing Technology. Tech Prep Competency Profile.
PUB DATE- 97
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assembly (Manufacturing); Associate Degrees; *Competence; Competency Based Education; *Computer Assisted Design; *Computer Assisted Manufacturing; Drafting; Engineering; Engineering Graphics; Equipment Manufacturers; High Schools; *Job Skills; Lifelong Learning; Machinists; Mechanical Design Technicians; Numerical Control; Occupational Information; On the Job Training; Postsecondary Education; Tech Prep; Technological Advancement; Technology Education
IDENTIFIERS- *Computer Integrated Manufacturing

This tech prep competency profile for computer-integrated manufacturing technology begins with definitions for four occupations: manufacturing technician, quality technician, mechanical engineering technician, and computer-assisted design/drafting (CADD) technician. A chart lists competencies by unit and indicates whether entire or partial unit is required for each occupation. A second chart lists units under subunits and competencies and indicates for five levels (end of grade 10, grade 12, or Associate Degree program; on-the-job training; or lifelong learning) whether the competency is to be introduced, or reinforced, or whether the student should be competent for entry-level positions. The 39 units are as follows: communications; mathematics; science literacy; technology; employability skills; professionalism; teamwork; quality assurance; technical recording and reporting; computer literacy; workplace safety; manual drafting technology; advanced drafting technology; fundamental, intermediate, and advanced CADD; precision machining; manufacturing technology; computerized numerical control; basic materials science; welding basics; press technology; sheet metal fabrication; electrical test and measurement equipment; geometric dimensioning and tolerancing; hydraulics and pneumatics; basic electronics; electromechanical technology; programmable logic controllers; mechanical power transmission; production methods and costs; engineering mechanics; advanced engineering mechanics; computer programming; computer-based descriptive geometry; product design; design of machines and machine elements; quality; and production planning and control. (YLB)

ED 410 375 CE 074 376

Giere, Ursula
Adult Learning in a World at Risk: Emerging Policies and Strategies. Expectations and Prospects for the 21st Century As Voiced by Respondents to a 1996 UNESCO Questionnaire in Preparation for the Fifth International Conference on Adult Education (CONFINTEA V). CONFINTEA Background Document.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Learning; Adult Literacy;

Miles, Curtis
The Mindful Worker. Learning and Working into the 21st Century. The Mindful Workforce Portfolio.
PUB DATE- 94
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adjustment (to Environment); *Career Education; Check Lists; College Students; *Competence; Critical Thinking; *Education Work Relationship; *Employment Qualifications; Ethics; Higher Education; Interpersonal Competence; *Job Performance; *Job Satisfaction; Leadership; Learning Activities; Motivation; Personality Traits; Problem Solving; Questionnaires; Stress Management; Systems Approach; Teamwork; Thinking Skills; Time Management; Work Environment

This textbook contains information and activities designed to help college students develop the following generalized competencies that are critical to job success and satisfaction in the 21st century: learns; thinks reflectively; manages time; manages stress; sets goals; solves problems; demonstrates interdependence; thinks systematically; solves problems systematically; deals with others; works in teams; leads; adapts to change; acts responsibly; acts dependably; acts ethically; and demonstrates motivation. Chapter 1 provides an overview of the key competencies for success in the 21st century and the process of assessing one's preparedness for becoming a mindful worker. A solution-oriented problem-solving technique and a cause-oriented problem-solving process are detailed in chapters 2 and 3. Discussed in chapter 4 are metacognition, goal setting, time management, stress management, and the process of taking charge of one's behavior by making individualized competency maps. The following topics are examined in chapters 5-7: teamwork and leadership; personality traits (flexibility, dependability, responsibility, honesty, and motivation); and information processing and learning on the job. The final chapter is devoted to improving oneself as a mindful worker. Numerous individual and group activities, simulations, checklists, and self-assessment questionnaires are included throughout the textbook. Summaries and review questions conclude each chapter. (MN)

ED 410 392   CE 074 518

Kirmayer, Paul, Ed.; Pinnes, Noy, Ed.
Adult Education in Israel, II-III.
PUB DATE- 97
NOTE- 253p.; For volume I, see ED 371 126.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Education; *Adult Educators; Annotated Bibliographies; Distance Education; Educational Objectives; *Educational Policy; Educational Technology; *Educational Trends; Females; Foreign Countries; Higher Education; International Cooperation; *International Educational Exchange; International Programs; Lifelong Learning; Mass Media; Peace; *Popular Education; Publications; Role of Education; Seminars; Student Motivation; Teacher Education; Teaching (Occupation); Telecommunications; Television
IDENTIFIERS- *Israel; Peace Education

wiring diagrams. The corresponding units in the student's guide contain some or all of the following: objective sheets, information sheets, student supplements, assignment sheets, and job sheets. (MN)

ED 410 409 CE 074 560

Hilley, Robert
General Electronics Technician: Basic Electronics.
PUB DATE- 97
NOTE- 1037p.; For related documents, see CE 074 561-562.
LANGUAGE- English
EDRS Price- MF7 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; Career Exploration; Career Guidance; Critical Thinking; Electric Circuits; *Electricity; *Electronic Technicians; *Electronics; Laboratory Procedures; Laboratory Safety; *Learning Activities; Lesson Plans; Occupational Safety and Health; Postsecondary Education; Secondary Education; Shop Curriculum; Teaching Guides; Teaching Methods; Technological Advancement; *Technology Education; Thinking Skills; Units of Study; Vocational Education

These instructional materials include a teacher's guide designed to assist instructors in organizing and presenting an introductory course in general electronics and a student guide. The materials are based on the curriculum-alignment concept of first stating the objectives, developing instructional strategies for teaching those objectives, and then evaluating based on the objectives. The course contains five units, each designed for use in more than one class period: Introduction to Electricity and Electronics, Shop Orientation and Safety, Fabrication and Repair, DC (direct current) and DC Circuits, and AC (alternating current) and AC Circuits. Each unit in the teacher edition includes some or all of the following: suggested activities, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, and transparency masters. In addition, the teacher edition includes a section on use of the publication, a competency profile, instructional and task analyses, academic and workplace skill classifications and definitions, a related academic and workplace skills list, and a correlation to the Electronics Industries Foundation skills list. Each of the five instructional units in the student edition includes some or all of the following components of a unit of instruction: objective sheet, information sheet, assignment sheets, and job sheets. (KC)

ED 410 410 CE 074 561

Hilley, Robert
General Electronics Technician: Semiconductor Devices and Circuits.
PUB DATE- 97
NOTE- 587p.; For related documents, see CE 074 560-562.
LANGUAGE- English
EDRS Price- MF3 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; Career Exploration; Career

of the key themes and patterns that emerged from an analysis of the programs. Each of the remaining chapters describes a program, providing information on the following: program management and funding; enlisting employers to provide job openings; recruitment of youth; preemployment training and orientation of youth; matching youth with job openings; work experience of youth under the program and monitoring of worksites; private sector participation in the Title IIB program; and best practices and lessons learned. Exhibits and program materials are included in the reports. Programs in the following areas are profiled: Hartford, Connecticut; New York City; Alexandria, Virginia; Baltimore, Maryland; Pittsburgh, Pennsylvania; Louisville/Jefferson County, Kentucky; Clearwater/St. Petersburg/Pinellas County, Florida; Columbus, Ohio; Milwaukee, Wisconsin; Minneapolis, Minnesota; Houston, Texas; Clay, Dickinson, and Summit Counties, Iowa; the state of North Dakota; Richmond, California; Phoenix/Maricopa County, Arizona; San Joaquin County/Stockton, California; Los Angeles, California; Seattle, Washington; and Portland/Washington County, Oregon. (KC)

ED 410 426 CE 074 601

Armstrong, William B.; Sticht, Thomas G.
Adult Literacy in the United States: A Compendium of Qualitative Data and Interpretive Comments. Research to Practice.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 97
NOTE- 5p.; Based on the longer report of the same title; see ED 371 241.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; *Cognitive Processes; Educational Research; *Epistemology; *Literacy Education; Literature Reviews; Research Reports; Student Evaluation

Human cognitive system and information processing theories were used as the theoretical base that frames an interpretation of adult literacy research from World War I (WWI) through 1993. These theoretical perspectives are as follows: (1) literacy learning is grounded in a distinct developmental sequence; and (2) literacy learning is dependent on listening skills and experience, literacy opportunities and practice, and the general body of knowledge created through these experiences. The military origins of intelligence assessment include the WWI Alpha and Beta tests, Army General Classification Test of WWII, Armed Forces Qualification Test, and Armed Services Vocational Aptitude Battery. National civilian studies of literacy assessment differ from the military tests primarily in design. Civilian tests focus on use of "real-world" test items and open-ended questions rather than multiple-choice items. Results of civilian studies show the same strong trends evident through the military studies: individuals with more formal education read more and have higher test scores; individuals with more education are more likely to read and to read a variety of materials; and whites outperform Hispanics and Hispanics outperform African-Americans overall. In general, findings indicate the following: listening skills are higher than reading skills; intergenerational literacy is another important facet of increasing literacy for individuals throughout society; and literacy level affects job status. (YLB)

ED 410 427 CE 074 602

outside and inside; lead in addition to just managing; wheel and deal if possible; increase personal competitive drive; and realize that lifelong learning is increasingly necessary for success. (The book contains 152 endnotes and 28 exhibits.) (MN)

ED 410 444 CE 074 625

Krau, Edgar
The Realization of Life Aspirations through Vocational Careers.
PUB DATE- 97
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescents; Adults; *Career Choice; *Career Development; Career Education; *Career Guidance; Career Ladders; Career Planning; Counseling Techniques; Goal Orientation; Individual Development; Job Satisfaction; *Life Satisfaction; Models; Motivation; *Occupational Aspiration; Predictor Variables; *Self Actualization; Vocational Adjustment
IDENTIFIERS- *Life Goals

This book, which is intended for career counselors, is based on studies extending over 40 years that examined people living under different socioeconomic regimens in various parts of the world. It discusses the formation and implementation of life aspirations from adolescence onward. The book begins with an analysis of the phenomenon of self-realization and proposes a model for predicting the probable course of people's careers that is based on assessment of motivational and instrumental career ingredients. The successful planning and implementation of life careers is demonstrated to depend on three factors: clarity of aspirations; match between people's career types and aspiration image; and availability of counseling. The following topics are discussed in the book's nine chapters: self-realization and attainment of life goals; work and career as tools for self-realization; holistic and hidden aspects of career choice linked to the quest for self-realization; occupational images in public opinion and the hidden selection of occupational appeal; motivational steering of careers toward self-realization; instrumental ingredients of career goal implementation; planning, implementation, and prediction of careers; pathology of career adjustment and self-realization; and counseling for self-realization. (Contains 383 references and 51 tables/figures.) (MN)

ED 410 445 CE 074 629

Logan, David C.; Kritzell, Bryan
Reinventing Your Career: Following the 5 New Paths to Career Fulfillment.
PUB DATE- 97
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Career Development; Career Education; *Career Ladders; *Career Planning; Change Agents; Check Lists; Computer Literacy; *Consultants; Contracts; Corporations; *Emerging Occupations; Employment Patterns; *Entrepreneurship; Internet; Life Satisfaction; Life Style; Marketing; Organizational Change; Questionnaires; Self Actualization; Self Employment; Self Evaluation (Individuals); Skill Development; Strategic Planning; Technological Advancement
IDENTIFIERS- *Facilitators; Negotiation Processes; Organizational

Collaborative Technology. An Examination of Adults' Concurrent Use of Technology and Collaboration.
PUB DATE- 97
NOTE- 158p.; Master's thesis, Chestnut Hill College.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Education; *Computer Uses in Education; *Cooperative Learning; *Educational Cooperation; *Educational Environment; Group Dynamics; Higher Education; Teamwork; *Writing Instruction

A qualitative study examined what happens to the learning environment when a heterogeneous group of male adults uses technology and collaborative strategies to improve their writing skills. During the 14-week study, the teacher modeled the use of technology when introducing units in a writing course and used the abilities and strengths of the adult learners in the classroom. Working in teams, the students learned to use Microsoft Word, Excel, and PowerPoint to complete their assignments, projects, and research papers. Data were gathered through jottings collected from the students, with classroom videos, student evaluations, and surveys used to validate the findings. The data showed that the highly collaborative environment was facilitated by the use of technology and teacher strategies. The environment was highly social, and the students were engaged with one another in the sharing of language and knowledge while using technology. The classroom was transformed by the concurrent use of technology and collaboration. (Research notes and student surveys make up the bulk of this document.) (KC)

ED 410 463 CE 074 659

Van Zile-Tamsen, Carol
Self-Directed Learning and Adults: The Role of Personal Control Beliefs.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 19-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; *Cognitive Processes; Educational Research; Higher Education; *Independent Study; *Locus of Control; Metacognition; *Resource Allocation; *Self Control
IDENTIFIERS- *Resource Management

A study examined the relationship of personal control-of-learning beliefs (learning locus of control) and three separate components of self-directed learning: cognitive strategy use, metacognitive self-regulation, and resource management. Subjects were 88 undergraduate and 2 graduate students from 3 institutions of higher education in Western New York and Northern Pennsylvania. Participants completed the Motivated Strategies for Learning Questionnaire that included separate scales for each variable examined. Findings suggested that cognitive strategy use was related to personal control-of-learning beliefs, and this relationship remained constant across three age groups, ranging from 17-49. Metacognitive strategy use was not related to personal control-of-learning beliefs, and this relationship also remained constant. Resource management was significantly related to personal control-of-

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Child Custody; *Child Welfare; Children; Delivery Systems; Elementary Secondary Education; *Family Needs; Family Problems; Foster Care; *Parent Child Relationship; Social Agencies; Social Services; Social Workers
IDENTIFIERS- *Family Reunification; Family Support

Whether or not to reunite children in out-of-home care with their families of origin is one of the more complicated decisions that child welfare practitioners and administrators face. Ways in which agencies can assess and improve their service delivery system so as to reunite children and their families effectively and promptly are covered in this guide. It contains information that professionals can use to assess their agency's policies, programs, practices, resources, and relationships with other parts of the service delivery system. The guide is divided into seven parts. An overview of family reunification is covered in part 1 and includes a set of principles or beliefs about practice and policy. Part 2 contains step-by-step instructions, materials, and helpful tips for carrying out family reunification. Part 3 provides a framework for assessing strengths and needs and contains family reunification system components. Numerous resources are also provided. Part 4 consists of an annotated bibliography; part 5 offers selected guidelines and forms to help conduct self-assessment; part 6 contains a selected bibliography on family reunification after foster care; and part 7 reproduces the forms needed to complete the family reunification project. (RJM)

ED 410 483   CG 027 933

Braziel, Dennis J.
Family-Focused Practice in Out-of-Home Care. A Handbook and Resource Directory.
PUB DATE- 96
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; *Child Custody; *Child Welfare; Children; Elementary Secondary Education; *Family Needs; Family Problems; Foster Care; *Parent Child Relationship; Social Agencies; Social Services
IDENTIFIERS- *Family Support

Research and experience from throughout the child welfare system have established that maintaining a strong connection between children and their families is critical to ensure positive outcomes for children in out-of-home care. Ways in which administrators and managers in out-of-home care agencies bring a family focus to their policy, administrative, and program structures are emphasized in this handbook. The guide is written for agency managers within the array of group care services, such as residential treatment centers, small group homes, emergency shelters, training schools, and respite care facilities. It is designed to provide practical support to agencies that wish to diversify and refocus their services; its suggestions are supported by research in group care, foster

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Group Counseling; Group Dynamics; *Leadership Training; *Peer Counseling; Peer Relationship; Student Needs
IDENTIFIERS- *Group Facilitation; *Group Leaders; Peer Mediation

Although many people have been trained to teach, few have received instructions on group leadership skills. Suggestions for helping group facilitators to become effective group leaders are discussed in this book. In order to address the concerns of readers who may be new to peer helping, chapter 1 covers basic issues. Experienced teachers can begin with chapter 2, which discusses the qualities of a good peer-helping leader. Chapter 3 covers the interpersonal needs that students address through their participation in a peer-helping class. Stages in the growth of a peer helping class are outlined in chapter 4. Chapter 5 presents leadership steps for ongoing work with a class as a group and in chapter 6 factors that account for what makes a peer-helping class supportive, helpful, and effective are identified. The establishment of group norms and rules, along with group leadership skills, are covered in chapters 7 and 8. Chapter 9 answers some of the common questions asked by peer helping teachers and chapter 10 examines the frustration arising from group transfers. The last two chapters outline different models of peer helping and offer reminders pertaining to the group leader's role. (RJM)

ED 410 503 CG 027 982

Pike, R. William
Facing Violence: Discussion-Starting Skits for Teenagers. Acting It Out Series.
PUB DATE- 95
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict Resolution; Discussion Groups; *Discussion (Teaching Technique); Interpersonal Communication; Prevention; *School Security; Secondary Education; Secondary School Students; Skits; Student Behavior; *Violence; Youth Problems

The places and circumstances in which teens encounter frightening or abusive behavior are presented in this book; students act out or read aloud the skits in order to initiate discussion. This book prompts teenagers to confront the violence in their lives by helping them examine the underlying causes of the violence, by provoking discussion about those causes, and by providing examples of positive ways to handle violent situations. The scenes, monologues, and group orals presented here create situations that are both violent and problematic. Many of the situations are ambiguous so as to promote discussion; discussion questions also appear at the end of each scene. The book is designed to be used on an impromptu basis without props or preparation in a classroom or small-group setting. Detailed stage directions are included to help the reader imagine the characters, their personalities, and their actions. The various dramas are grouped around the themes of

ED 410 522 CS 012 863

Albero, Paula; Brown, Ann; Eliason, Susan; Wind, Jeanne
Improving Reading through the Use of Multiple Intelligences.
PUB DATE- 97
NOTE- 113p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Cognitive Style; *Instructional Effectiveness; Intermediate Grades; *Portfolio Assessment; Portfolios (Background Materials); Reading Achievement; *Reading Improvement; Reading Research; Tables (Data)
IDENTIFIERS- Illinois (Chicago Suburbs); *Multiple Intelligences

This report describes a program for increasing reading test scores. The targeted population consisted of one second-grade, one third-grade, and two fourth-grade classrooms in a growing middle class community located in a far western suburb of Chicago, Illinois. The problem of low reading test scores was documented though the 1995 IGAP scores on which the targeted school scored the lowest of all schools in the district. Analysis of probable cause data revealed: (1) readers lacked quality time spent practicing reading at home and in school with teachers and students; (2) children with high test anxiety had significantly lower scores; (3) since literacy learning is individually developmental and proceeds through a number of predictable stages, developmental lag can occur; (4) students in low socioeconomic communities may demonstrate lower achievement, but can raise it with modifications; (5) how students use their prior knowledge and experience to help them understand text influences what they recall from a test; (6) students are unable to comprehend and connect reading to their life; (7) poor decoding and comprehension skills result in lower test scores; and (8) children are poor test takers. A review of solution strategies suggested by experts, combined with an analysis of the problem setting, resulted in the selection of the following intervention: altering curricula by teaching to the multiple intelligences, creation of portfolios for students and teacher evaluation, and the implementation of student reading logs. Post intervention data indicated an increase in reading test scores. Students also demonstrated the ability to make connections with what they were reading to their own lives. Because students spent more time reading and reflecting on what they had read, comprehension and higher level thinking skills increased. (Contains 41 references and 16 tables of data, which are not sequentially numbered. Appendixes contain survey instruments, lesson plans, assessment forms, checklists, and graphic organizers.) (Author/RS)

ED 410 523 CS 012 872

Hoffman, Laura O.
Evolution of a Partnership: Situating Preservice Literacy Methods Instruction in a Public School.
PUB DATE- 96
NOTE- 7p.; Paper presented at the Annual Meeting of the College Reading Association (Charleston, SC, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

Elementary Secondary Education; Instructional Innovation; Prior Learning; *Reading Comprehension; Teacher Education; *Teacher Role; *Whole Language Approach
IDENTIFIERS- Learning Environments; Meaning Construction; *Readers Workshop; Reading Flexibility; Reading Thinking Relationship

This book explores the question of how students become thoughtful, independent readers who deeply understand what they read by examining the thought processes of proficient readers. The book then uses these processes as models for the strategies it offers--strategies intended to help children become more flexible, adaptive, independent, and engaged readers. The book offers a new instructional paradigm focused on in-depth instruction in the strategies used by proficient readers. It goes beyond the traditional classroom into literature-based, workshop-oriented classrooms. Through vivid portraits of these environments, the book explores how instruction looks in dynamic, literature-rich reader's workshops. According to the book, as the students connect their reading to their background knowledge, create sensory images, ask questions, draw inferences, determine what is important, synthesize ideas, and solve problems, they are able to construct a mosaic of meaning. The book is relevant to all literature-based classrooms, regardless of level. It offers practical tools for inservice teachers, as well as essential methods instruction for preservice teachers as both the undergraduate and graduate level. Appendixes cover frequent questions and brief responses. (NKA)

ED 410 542 CS 012 903

Romeo, Lynn; Young, Susan A.
University and Urban School District Collaboration: Preschoolers and Preservice Teachers Gain Literacy Skills.
PUB DATE- 96
NOTE- 10p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Emergent Literacy; *Field Experience Programs; Higher Education; Preschool Children; Preschool Curriculum; Preschool Education; *Preservice Teacher Education; Questionnaires; Teacher Attitudes; Teacher Surveys; Urban Education; *Urban Schools; Young Children
IDENTIFIERS- New Jersey (Central); *Play Centers; *Preservice Teachers; Teaching Research

A study examined whether a field placement in a preschool program enhanced preservice teachers' understanding of the emerging literacy process. The study was conducted in two preschool classrooms in an urban school district in central New Jersey during the spring semester of 1996. Subjects were 26 graduate and undergraduate preservice teachers who were involved in teaching or assisting in the teaching of 3-4 year olds. Of the 26, 5 served as teachers every day, 11 were assistants one day a week, and 10 were on site one day every other week. A questionnaire was completed by preservice teachers at the end of the semester to determine their perceptions of the experience. When the open-ended questions were coded, four categories emerged that depicted strengths of the program: viewing growth in early literacy development; authentic field

Writing across the Curriculum; (7) Assessing Your Students' Writing; and (8) Involving Parents in the Writing Program. Contains a 77-item bibliography of children's books and professional books about writing; a 19-item annotated list of children's books; assessment forms, criteria charts for writing; steps of the writing workshop; revision and editing checklists; author's planning pages; and blank writing awards. (RS)

ED 410 562 CS 215 838

Reesman, Linda L.
The Literacy of Silence.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cultural Pluralism; *Diversity (Student); *Freshman Composition; Higher Education; Instructional Innovation; Journal Writing; *Learning Strategies; *Student Development; Student Motivation
IDENTIFIERS- *Silence; Writing Thinking Relationship

A technique called the "do now" illustrates how it is not the method, but the purpose, that creates effective teaching techniques. Beginning the first activity of a freshman composition class with moments of silent reflection, or "do now," includes brief instructions to students to respond to whatever word or phrase the instructor wants them to think about more deeply, with the instructor writing on the blackboard, for instance: Journal Entry #1: Environment. The instructor might ask some questions to stimulate several directions of thought. A simple 3-field taxonomy explains how the "do now" technique works to initiate literacy in the classroom: writing is thinking; listening constructs meaning; and student authority develops from silence. Teachers must address the macrocosm of personalities, including those with multicultural backgrounds, within a writing workshop, and they must be aware of their own social and personal attitudes to facilitate and become part of the learning process. As students learn within this environment to deconstruct their cultural, racial, and gender prejudices, they can also learn to socially construct their opinions in a caring atmosphere that encourages differences. (CR)

ED 410 563 CS 215 856

LaGrandeur, Kevin
Splicing Ourselves into the Machine: Electronic Communities, Systems Theory, and Composition Studies.
PUB DATE- 97
NOTE- 24p.; Revised version of a paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Attitudes;

PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Curriculum Development; Evaluation Methods; *Freshman Composition; Higher Education; *Instructional Improvement; Models; Program Evaluation; *Student Evaluation; Writing Teachers
IDENTIFIERS- *Christopher Newport College VA

Christopher Newport College, begun as a colony of the College of William and Mary, was born in the 1960s out of the fervor to open the doors of higher education to more people. It enrolls between 500-600 students in freshman writing courses each semester. Changes to the freshman composition program were undertaken, beginning in 1994, with a shift in emphasis from a vaguely modes approach to writing across the curriculum, and a handpicked "compcrew" of six faculty members dedicated to change and a more pragmatic approach to assessment procedures. The new curriculum sequence, put in place in spring of 1996, began with the assumptions that all writing instructors must support a set of common goals, and students and instructors will be involved in the assessment process, which will involve a variety of assessment strategies with the primary purpose of improving classroom instruction. The six-step assessment program included: (1) diagnostic writing samples; (2) midterm assessments; (3) a common final; (4) readers' responses to the instructors; (5) instructors' responses to the common final and the course; and (6) a report containing the synthesized data from the first 5 steps is disseminated to external audiences and to the faculty. This assessment model designed by writing instructors creates a continuous dialogue that improves teaching and the program. (CR)

ED 410 582 CS 215 949

Barber, Roxanne, Ed.
National Writing Project Annual Report 1996-1997.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; Elementary Secondary Education; Higher Education; National Organizations; Program Descriptions; Student Needs; *Teacher Improvement; *Writing Improvement; *Writing Instruction
IDENTIFIERS- *National Writing Project

The first annual report in the project's 24-year history, this report describes aspects of the National Writing Project (NWP), a nationwide education program that works to improve student writing and thinking by improving the teaching of writing in U.S. schools. The report notes that each year more than 100,000 teachers in 45 states, the District of Columbia, and Puerto Rico come together in the summer, on weekends, and at the end of the school day to learn from other successful teachers how to improve their own teaching of writing. The report discusses how the NWP works, the kinds of programs conducted, what teachers say about the NWP, how NWP teachers serve as leaders, interaction shows that the frequency of dispositional constructs on the RCQ clearly discriminates between low differentiated and high differentiated perceivers. A review of studies of impression formation in face-to-face interaction concludes that the RCQ contents consist primarily of the recall of previous construal activity. Numerous studies have examined the factors which affect the quantity and content of impressions. Studies have also shown that differentiation is typically associated with an intimacy motivation. Because it is likely that there are functionally different forms of interpersonal differentiation, careful attention should be given to both the description task in its social context and the actual content of the situated impressions. Future studies should examine construct system content as well as construct system structure. (Contains 52 references.) (RS)

ED 410 601 CS 509 553

Reppert, James E.
Instructional Design of a University Public Speaking Course.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the Kentucky Communication Association (Dawson Springs, KY, September 19-20, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Course Descriptions; *Course Objectives; Higher Education; *Instructional Design; Learning Activities; Models; *Public Speaking; Undergraduate Students
IDENTIFIERS- *Southern Arkansas University

This paper provides a unit of instructional design for teaching an undergraduate public speaking course at Southern Arkansas University. According to the paper, the unit, consisting of 6 lessons, is designed to be taught in a 50-minute period 3 times each week. The paper points out that students are given many opportunities to practice the research, outlining, and delivery skills necessary to utilize the information imparted and learned. It notes that these lessons set the groundwork for major graded presentations delivered later in the term. The paper offers the ASSURE model for this unit--Analyze Learners (A); State Objectives (S); Select Media and Materials (S); Utilize Materials (U); Require Learner Performance (R); and Evaluate/Revise (E). Each step of the model is delineated in the paper, with various activities, procedures, and objectives discussed. (NKA)

ED 410 602 CS 509 555

Rearick, John
Greek Myths: 8 Short Plays for the Classroom.
PUB DATE- 97
NOTE- 88p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classical Literature; Critical Thinking; *Drama; Intermediate Grades; Junior High Schools; *Mythology; Readers Theater
IDENTIFIERS- *Greek Mythology; Oral Literature

Noting that myths are a powerful classroom tool, this book

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; *Communication Skills; Elementary Secondary Education; Evaluation Methods; High Risk Students; Higher Education; Literature Reviews; Models; Research Needs
IDENTIFIERS- *Communication Competencies

This paper provides a synthesis of literature related to communication competency and assessment. The paper concludes that pieces of the communication competency puzzle are scattered all across the communication field--some pieces fit together, others do not. It also asserts that no one in the field has "the picture on the box"--the ultimate guiding framework for assessing communication competency. The paper proposes the CREATE (Content, Relationship, Effectiveness, Appropriateness, and Transactional Effectiveness) framework based on foundational work at the Northwest Regional Educational Laboratory involving a trait approach for reading and writing assessment. Initial reviews of the proposed framework by other communication scholars and professionals has been constructive and encouraging; a number of pilot projects has been planned (including applications for "at-risk" students and applications for the development of critical thinking) to further test the model. Contains 100 references and 3 tables outlining aspects and applications of the CREATE framework. (RS)

ED 410 622 CS 509 590

Keyton, Joann
Revitalizing Self-Analytical Groups in the Group Communication Classroom.
PUB DATE- 95
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Classroom Communication; Classroom Techniques; Feedback; *Group Dynamics; *Groups; Higher Education; Instructional Effectiveness; Interaction Process Analysis; Interpersonal Relationship
IDENTIFIERS- *Self Analytical Groups; *SYMLOG Coding System

SYMLOG, a method for capturing group members' perceptions of their interactions, is a useful research methodology which can also be used to teach group competencies. Drawing from social psychology, management, and communication disciplines, researchers using SYMLOG have captured issues of leadership, cohesion, and group processes over time. Using SYMLOG as a central focus in an upper level group communication course introduces students to group research techniques and allows them to use the technique to reveal information about their own interaction in groups. Students are assigned a group task which has a group outcome and group reward and allowed to work on that task in class for a period of weeks. During that time, group members complete ratings about their groups's process. Initial ratings are made by individual members and used as individual feedback. As the group matures, all individual members make ratings and the instructor facilitates group-level

ED 410 640 EA 028 531

Salas, Gumecindo; Carl, Bradley
A Profile of Benito Juarez Academy. A Report to the Board of Directors.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Charter Schools; *High Risk Students; High Schools; Hispanic Americans; *Parent Attitudes; *Parent School Relationship; Potential Dropouts; School Community Relationship; *Student Attitudes
IDENTIFIERS- Saginaw City School System MI

The Benito Juarez Academy is a charter school for grades 9-12 located in Saginaw, Michigan. The school was established in 1995 to meet the needs of youth who were most at risk for low academic achievement, behavioral problems, and dropping out of school. This paper describes the school's planning and development process and the attitudes of parents and students toward their former schools and the academy. Data were obtained from a survey of 50 percent of the academy's parents and from 70 percent of its students during winter 1996. Findings indicate that in general, parents and students expressed satisfaction with the academy's performance and potential. The academy is advised to avoid creating the perception of an overly large and bureaucratic structure; closely monitor attendance patterns; consider funding extracurricular activities; continue to devote attention to teachers' responsiveness to students' needs; and address the issue of career identification and training for students. Four tables and two figures are included. (LMI)

ED 410 641 EA 028 532

Salas, Gumecindo; Carl, Bradley
A Profile of the Academy of Casa Maria, Detroit, Michigan. A Report to the Board of Directors.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Charter Schools; *High Risk Students; Intermediate Grades; Junior High Schools; *Parent Attitudes; *Parent School Relationship; Potential Dropouts; School Community Relationship; *Student Attitudes
IDENTIFIERS- Detroit Public Schools MI

The Academy of Casa Maria is a charter school for grades 6-8 located in southwest Detroit, Michigan. The school was established in fall 1994 to serve local youth most at risk for low academic achievement, behavioral problems, and dropping out of school. This paper describes the planning and development process and the attitudes of parents and students toward their former schools and the academy. Data were obtained from a survey of 20 percent of the academy's parents and from 41 percent of its students during winter 1996. Findings show that parents place high trust in the school and that students expect to receive their high school diplomas and be prepared for the world of work. Students perceived teachers at their new school as being more caring than were their former teachers. Parents perceived that the level of student-teacher contact was greater than in the traditional public schools, and expressed concerned approaches that may lead to the invention of professional learning communities. (Contains 84 references.) (LMI)

ED 410 660 EA 028 556

Gandal, Matthew
Making Standards Matter, 1996: An Annual Fifty-State Report on Efforts To Raise Academic Standards.
PUB DATE- 96
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Curriculum Design; Educational Assessment; *Educational Objectives; Elementary Secondary Education; Evaluation Criteria; *Public Schools; *State Action; *State Standards; Student Evaluation

The quality of the academic standards in America's public schools is one of the pressing issues on the minds of parents and the public. This document, the second annual report by the American Federation of Teachers (AFT), examines how many states are committed to setting common academic standards and analyzes the quality of the standards against AFT criteria. It also reports on states' intentions to assess whether students are meeting the standards, to provide extra academic help to students who are not meeting the standards, and to attach meaningful consequences to the standards. Findings are based on interviews with officials and analysis of documents from the 50 states and the District of Columbia. Section 1 describes the AFT criteria for judging state reforms. Section 2 presents national figures regarding the quality of state standards, the work under way on assessments, and the plans for student incentives linked to the standards. Charts with state-by-state data on major issues described in section 1 are included. Section 3 offers recommendations to states for ensuring successful reforms. The fourth section elaborates on findings for each state and contains a state-by-state analysis. The final section contains official responses to the report received from 22 states. Some major findings are: (1) The commitment to standards-based reform remains very strong in the states--48 states are developing common academic standards for their students; (2) states view the core disciplines as the proper organizing vehicle for academic standards, but vague language and insufficient grounding in content remains a problem; and (3) more states recognize the need for internationally competitive standards, but few have taken steps to develop them or have done a thorough job. (LMI)

ED 410 661 EA 028 557

Gandal, Matthew
Making Standards Matter, 1997: An Annual Fifty-State Report on Efforts To Raise Academic Standards.
PUB DATE- 97
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Curriculum Design; Educational Assessment; *Educational Objectives; Elementary Secondary Education; Evaluation Criteria; *Public Schools; *State Action; *State Standards; Student Evaluation

The Condition of Education, 1997. Supplemental and Standard Error Tables.
PUB DATE- 97
NOTE- 492p.; For the 1997 "Condition of Education" report, see ED 404 766.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Bound Students; Computer Uses in Education; Data Analysis; Disabilities; Dropout Rate; Drug Use; *Educational Attainment; *Educational Trends; *Elementary Secondary Education; Employment Patterns; *Enrollment; Expenditure Per Student; Faculty Development; Faculty Workload; *Higher Education; Homework; Income; Limited English Speaking; Mathematics Achievement; Population Distribution; Reading Achievement; Statistical Data; Tables (Data); Teacher Attitudes; Teaching Methods; Tuition; Writing Achievement
IDENTIFIERS- Science Achievement

The National Center for Education Statistics (NCES) gathers and publishes information on the status and progress of education in the United States. The "Condition of Education" is an annual, Congressionally mandated report produced by the NCES. It is an indicator report, presenting key data analyses that measure the health of education, monitor important developments in the education system, and show trends in major aspects of education. This document includes all the supplemental tables, notes, and standard error tables prepared for "The Condition of Education 1997." The tables provide additional information to complement the data presented in "The Condition." For example, Indicator 2 in the main volume compares early signs of school problems across racial/ethnic groups and according to parents' highest educational level. Additional tables provided in this supplemental volume compare early signs of school problems by students' age, urbanicity, and household income. Standard errors for all the survey estimates presented in this volume have been calculated and are also included. A total of 226 tables and 21 notes are included. (LMI)

ED 410 682 EA 028 582

New Catholic Schools, 1985 to 1995. Research Report.
PUB DATE- 97
NOTE- 72p.; Commissioned by the Research Board of the Chief Administrators of Catholic Education (CACE) and conducted by Meitler Consultants, Inc.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Catholic Schools; Educational Finance; Elementary Secondary Education; *Enrollment; *Enrollment Influences; Enrollment Rate; *Enrollment Trends; Geographic Regions; Rural Urban Differences; *School Demography

From the mid-1960s to 1992, Catholic school enrollment in kindergarten through 12th grade showed consistent declines. The National Catholic Educational Association (NCEA) reported a 3.3 percent cumulative increase in enrollment for the years 1992-95. Although many factors affect changes in enrollment, one emerging trend is the opening of new Catholic schools. This report summarizes the first comprehensive database for new Catholic schools that opened between 1985 and 1995. The report focuses on new schools, not those that were reopened, restructured, or expanded. Highlights include the following: A total of 134 new Catholic elementary and secondary schools

Gilmore, Dana Scott; Butterworth, John
Work Status Trends for People with Mental Retardation.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Federal Legislation; *Mental Retardation; *Program Effectiveness; *Severe Disabilities; Sheltered Workshops; *Supported Employment; Trend Analysis; *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Act Amendments 1992

This fact sheet summarizes evidence on the work status of successful rehabilitations/closures for people with mental retardation in light of the Rehabilitation Act Amendments of 1992, which strengthened the focus of state vocational rehabilitation (VR) programs on community employment outcomes. Data analyzed were drawn from the Rehabilitation Services Administration national data collection system, the RSA-911 database, which contains demographic and employment information on each individual whose case was closed by VR across the nation each year. In 1993, over 25,000 people with mental retardation made up 13.2 percent of all successful VR closures. Comparison of trend data indicated that there was a decrease in successful closures/rehabilitations from 1985 to 1993 and the distribution of successful closures in competitive (83 percent) and sheltered (3 percent) employment remained constant. Comparison of people with mental retardation with others served by VR from 1985 to 1993 indicated that people with MR had a higher rate of sheltered employment closures than all other people closed by VR; the percent of closures into competitive employment increased, especially for people with moderate (68 percent) to severe (50 percent) mental retardation; and, since 1991, more people with severe mental retardation were closed into competitive employment than sheltered employment. Recommendations for increased utilization of competitive employment outcomes are offered. (DB)

ED 410 702 EC 305 752

Thomas, Dawna M.; Whitney-Thomas, Jean
Perspectives from Consumers and Counselors on Elements that Influence Successful Vocational Rehabilitation System Delivery.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Agency Cooperation; Career Counseling; *Counselor Client Relationship; Counselor Role; *Delivery Systems; *Disabilities; Federal Legislation; Focus Groups; Interpersonal Relationship; Public Agencies; *Vocational Rehabilitation
IDENTIFIERS- *Consumer Participation; *Rehabilitation Act Amendments 1992

Three rehabilitation counselors and three consumers participated in two focus groups on the impact of the 1992 Rehabilitation

Jordan, Rita; Jones, Glenys
Educational Provision for Children with Autism in Scotland. Interchange No. 46.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Autism; Children; Delivery Systems; *Disability Identification; Educational Methods; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Incidence; Interviews; Mainstreaming; Parent Attitudes; Questionnaires; *Special Schools; *Student Placement; Surveys; Trend Analysis
IDENTIFIERS- Scotland

This paper reports the findings of a study that examined where and how children with autistic spectrum disorders are being educated in Scotland. The study specifically sought: (1) to identify the number of children reported to have autistic spectrum disorders and their type of educational placements; (2) to identify the types of educational practice with respect to these children and to highlight issues of satisfaction or concern with the practices; and (3) to identify good practice in the education of these pupils and to make recommendations. Questionnaires and interviews of professionals and parents provided the necessary information. Results of the study showed rates of identification that significantly under-represented the numbers of children with autistic spectrum disorders, as calculated from prevalence rates. Findings also indicated the percentage of children with autistic spectrum disorders in special schools was shown to increase rapidly in early childhood and reach a peak at six years. Also, the majority of parents were either satisfied or very satisfied with their child's current educational situation. The study was able to provide a clear educational definition of autistic spectrum disorders and emphasize the distinction between a medical diagnosis and special educational needs. (CR)

ED 410 721 EC 305 777

Bauwens, Jeanne; Hourcade, Jack
Cooperative Teaching: Portraits of Possibilities.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Planning; *Disabilities; Educational Cooperation; Educational Strategies; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship; Small Group Instruction; Student Evaluation; *Teacher Collaboration; Teacher Role; Teaching Methods; *Team Teaching

This paper describes the use of cooperative teaching to teach all students in the general education classroom and the three most promising approaches to implementing cooperative teaching: team teaching, supportive learning activities, and complementary instruction. The first method, team teaching, is defined as having the initial presentation of new content shared between two teachers who jointly plan and present the targeted academic administrative personnel in order to lay a sound foundation for future study; and (3) to build up instructive and administrative networks. In 1996, 759 children with visual impairments were admitted to school. Barriers to integration include the shortage of professional knowledge among government officials and school teachers, who still regard integration as very difficult. The evaluation timetable for the program is discussed and the evaluation standards and scales are attached. (CR)

ED 410 738 EC 305 799

McManus, Marilyn C., Ed.
Families, Juvenile Justice and Children's Mental Health.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Agency Cooperation; Children; Community Programs; Cultural Awareness; Cultural Influences; Delinquency; *Emotional Disturbances; Family Involvement; Federal Programs; *Incidence; Intervention; *Juvenile Justice; *Mental Disorders; *Mental Health Programs; Minority Group Children; Parent Participation; *Psychiatric Services; Sex Differences; Social Services
IDENTIFIERS- Supplemental Security Income Program

The theme issue of this bulletin is a discussion of youth with emotional disturbances who are in the juvenile justice system and how to meet their needs. Articles include: (1) "Responding to the Mental Health Needs of Youth in the Juvenile Justice System" (Susan Rotenberg); (2) "Prevalence of Mental Disorders among Youth in the Juvenile Justice System" (John F. Edens and Randy K. Otto); (3) "The Trouble with Delinquent Girls" (Joanne Belknap and Kristi Holsinger), which discusses how juvenile justice service providers and parents treat girls inequitably and why girls become law-breakers; (4) "Overrepresentation of Youth of Color in the Juvenile Justice System: Culturally Competent Service System Strategies" (Marva P. Benjamin); (5) "Parents at the Front Door in Family Court and Child Welfare: Developing Parent Supports in the Juvenile Justice System" (Carol Lichtenwalter and others); (6) "The Office of Juvenile Justice and Delinquency Prevention: A Federal Partner in Meeting the Mental Health Needs of Juvenile Offenders" (Shay Bilchik); (7) "Youth with Disabilities in the Justice System: Integrating Disability Specific Approaches" (Lili Garfinkel), which addresses the impact that certain disabilities have on criminal behavior and the need to consider these influences in making adjudication and placement decisions; (8) "Multisystemic Therapy: An Effective Community-Based Alternative to Incarceration" (Scott W. Henggeler); (9) "'Intensive Aftercare' in Juvenile Corrections--The Colorado Experience" (David B. Bennett); "Bethesda Family Services Foundation 'Committed To Healing America's Families'" (Dominic Herbst); and (10) "The Virginia Intensive Parole Program" (Valerie Boykin). The Social Security Administration's new rules for the children's Supplemental Security Income program are also discussed. (CR)

NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Acculturation; *Achievement Gains; *English (Second Language); Evaluation Methods; Higher Education; Instructional Effectiveness; *Intensive Language Courses; *Interviews; Program Descriptions; Second Language Instruction; *Student Evaluation
IDENTIFIERS- *Exit Interviews

An entrance and exit interview procedure designed to evaluate student progress in an intensive English program (IEP) is discussed. The program offers six terms of 7 weeks each per year. Students are interviewed within the first 10 days after classes have started, always by the same individual. Both personal and placement information are gathered, and the results recorded on computer. The entrance interview provides an opportunity to build rapport with the student, learn about the student's experience, have students think about their hopes and expectations, become aware of unrealistic expectations, and begin the acculturation process. Exit interviews are conducted at the end of the last term with students anticipating leaving the program. Students and interviewer compare entry and exit language skill levels, talk about the program experience, discuss reverse culture shock if the student is returning to a native language environment, and discuss the demands of American higher education when appropriate. The exit interview has been useful in bringing closure to the student's language learning experience, learning student perspectives, identifying staff development ideas, gathering needed accreditation information, tracking students academically and culturally, and establishing relationships with learners. Entrance and exit interview questions are appended. (MSE)

ED 410 758 FL 024 701

Wadden, Jerry M.
Foreign Language K-12. Program Evaluation, 1995-96. Revised.
PUB DATE- 96
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Awards; Educational Objectives; Educational Policy; *Educational Technology; Elementary Secondary Education; Enrollment Influences; Enrollment Trends; Expenditures; French; Income; Inservice Teacher Education; Instructional Materials; Language Enrollment; *Language Teachers; Professional Associations; Program Evaluation; Public Policy; Public Schools; *Second Language Programs; Spanish; *Staff Development
IDENTIFIERS- Des Moines Public Schools IA

An evaluation of the foreign language programs of the Des Moines (Iowa) Public Schools is presented. It is divided into six ares: (1) Introduction; (2) Context Evaluation; (3) Input Evaluation; (4) Process Evaluation; (5) Product Evaluation; and (6) the Future. Sections include: a statement of program mission and philosophy; notes on the context of the evaluation (state policies, standards, and regulations, and national goals; program structure; enrollment highlights; status of a current life biography on the learning of adult students in the undergraduate classroom. A total of 90 undergraduates at least 30 years old who had completed at least 15 hours of academic course work at community colleges, liberal arts colleges, and public universities participated. They completed semi-structured interviews on their own sense of meaning and actions as learners, as undergraduates, and as adults who maintained work, family, and community role involvements. Five belief structures of engagement in learning were delineated in the study. The "entry voice" belief structure reflected students who believed they could not judge or make initial personal sense of classroom knowledge, while the "outside voice" structure reflected students who brought a strong set of beliefs to college, anchored within their real world of work and family. The "critical voice" reflected students who entered college from a private cynical involvement to obtain a credential, while students with a "straddling voice" structure placed their beliefs and actions as intersecting and connecting both academic and adult world knowledge. Students with an "inclusion voice" belief structure actively sought immersion into the academic world and academic knowledge. (Contains 19 references.) (MDM)

ED 410 779 HE 030 314

Ward, Wanda Grady
Black Female Graduate Students in the Academy: Re-Moving the Masks.
PUB DATE- 97
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Doctoral Programs; *Educational Attitudes; *Females; *Graduate Students; Higher Education; Interpersonal Relationship; *Psychological Patterns; Racial Attitudes; Racial Bias; *Racial Factors; Research Universities; Self Concept; Self Evaluation (Individuals); Social Cognition

This study examined the sustaining traits of black female doctoral candidates within predominantly white research universities. Four students attending major research universities in the southwestern United States participated in the study. Data were collected through semistructured interviews, participant observations, and document analysis. The study employed Collins' (1991) outsider-within theory and Willie's (1981) theory of marginality. Collins' outsider theory was delineated into the dimensions of self-definition, safe spaces, voice, and visibility. The findings indicated that the participants sustained themselves in the environment by wearing "masks" to protect their inner self. Specific sustaining traits included self-definition, visceral detachment, knowledge of self as a subordinate in the environment, a culture of dissemblance, and the continuous recalling of familial schooling epistemologies. It is concluded that the findings support Collins' theory of the black woman as the outsider-within and illuminate the necessity of wearing the mask. (Contains 22 references.) (MDM)

ED 410 780 HE 030 315

Lee, Virginia S.; Williford, Lynn E.
Differences in African-American and White Students' Perceptions

Nichols, James O.
A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation. Third Edition.
PUB DATE- 95
NOTE- 280p.; For related documents, see HE 030 366-367. Resource sections by Sheri Blessing, et al.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Case Studies; *College Outcomes Assessment; Curriculum Based Assessment; Departments; Educational Assessment; Educational Quality; Evaluation Methods; Higher Education; Institutional Research; *Instructional Effectiveness; *Outcome Based Education; Program Effectiveness; Program Evaluation; School Effectiveness; Self Evaluation (Groups); Student Educational Objectives

This guide is intended for college and university administrators responsible for designing and implementing a model for assessment of student outcomes and institutional effectiveness. The first chapter explains use of the handbook and introduces the institutional effectiveness paradigm on which it is based. The second chapter explains the model further including its assumptions, the management decisions it requires, and problems likely to be encountered during implementation. Chapter 3 considers the first year of an institutional effectiveness assessment program; Chapter 4 the design of assessment programs at the departmental level; Chapter 5 initial implementation of the program; and Chapter 6 the establishment of the annual institutional effectiveness cycle. The final chapter addresses ways to maintain institutional effectiveness operations over an extended period of time. Chapters 3, 4, and 5 contain the following additional resource sections: (1) "Developing the Expanded Statement of Institutional Purpose" (Michael Yost); (2) "Attitudinal Surveys in Institutional Effectiveness" (Gloria W. Raines and others); (3) "Cognitive Assessment Instruments: Availability and Utilization" (Marsha V. Krotseng and Gary R. Pike); (4) "Assessment of Behavioral Change and Performance" (Mary R. Kinnick and R. Dan Walleri); (5) "Assessment-Related Information from Institutional Data Systems" (Bobby H. Sharp and Sheri Blessing); (6) "Assessment Planning" (James O. Nichols); (7) "Statements of Outcomes/Objectives and Assessment at the Departmental Level" (Linda K. Pratt); (8) "Setting and Evaluating Intended Educational (Instructional) Outcomes" (Brenda Hyde Rogers); (9) "Assessment in General Education" (Heidi A. Tickle); (10) "Setting and Evaluating Objectives and Outcomes in Nonacademic Units" (Donald J. Reichard); (11) "Assessment and Continuous Quality Improvement" (Eliot S. Elfner); and (12) "Implementing Institutional Effectiveness at Two-Year Colleges" (Harriott Calhoun). Appendices include sample documents, figures and charts that provide examples of specific techniques of assessment and tools from different institutions. (Individual chapters contain references.) (DB)

ED 410 799 HE 030 371

Jones, Margaret; Siraj-Blatchford, John; Ashcroft, Kate
Researching into Student Learning and Support in Colleges and Universities. Practical Research Series.
PUB DATE- 97
NOTE- 151p.

1984, 1994, and 1995 for the six College Board regions. (CH)

ED 410 816 HE 030 390

Burgess, William E.
The Oryx Guide to Distance Learning. A Comprehensive Listing of Electronic and Other Media-Assisted Courses. Second Edition.
PUB DATE- 97
NOTE- 500p.; Foreword by Elaine K. Didier.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiovisual Communications; Computer Assisted Instruction; Computer Centers; *Computer Mediated Communication; Computer Uses in Education; *Delivery Systems; *Distance Education; Educational Media; Higher Education; Independent Study; *Information Networks; Information Technology; Interactive Television; Internet; *Nontraditional Education; Online Systems; Open Universities; Outreach Programs; *Telecommunications; Teleconferencing; Telecourses; World Wide Web

This volume provides information on 434 institutions which offer academic credit for 4,176 media-assisted courses. Institutions include: colleges and universities, consortiums, public broadcasting stations, and statewide telecommunications services. The book includes a brief foreword that relates some of the history of distance education; an introduction that describes methodology and lists applicable accrediting agencies; a glossary of delivery systems used in distance learning; a "How To Use This Guide," section, and a sample entry. Main entries are organized alphabetically, by state (excluding Hawaii, but including the District of Columbia). Each entry provides the name and address of the institution, the type of delivery system(s) used, a profile of the institution, and a list of courses offered organized by area of study. Appended are subject indexes, organized by group and by course; a delivery system index; an institution name index; and a list of institutions that provide nationwide or worldwide access. (CH)

ED 410 817 HE 030 391

Scott, Peter
The Meanings of Mass Higher Education.
PUB DATE- 95
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Access to Education; *Admission Criteria; *Demand Occupations; Economic Factors; Educational Change; Educational Demand; Educational Opportunities; Educational Supply; Educational Trends; *Elitism; Emerging Occupations; Enrollment Influences; Foreign Countries; Higher Education; Labor Force Development; Labor Needs; Open Enrollment; *Open Universities; Postsecondary Education; *Private Colleges; Public Education; Selective Colleges; Social Stratification; Socioeconomic Influences; Student Recruitment; Technological Advancement; Technology Education; Values

Agency Role; College Role; Cooperative Planning; Educational Cooperation; Educational Needs; *Educational Objectives; Educational Planning; *Educational Policy; *Educational Strategies; Educational Technology; Educational Trends; Financial Support; Foreign Countries; Global Education; Government Role; *Government School Relationship; Higher Education; Lifelong Learning; Literacy Education; Public Policy; Social Change; Vocational Education; Womens Education
IDENTIFIERS- Nongovernmental Organizations; UNESCO

Emerging adult education policies and strategies were studied through a survey of United Nations Educational, Scientific, and Cultural Organization (UNESCO) member states, nongovernmental organizations (NGOs), and social partners. Questionnaires were returned by 93 countries and 12 NGOs. The study focused on the following: social change and its impact on adult education since 1985; adult education around the world; trends in adult learning around the world; formal and nonformal adult basic education; adult literacy; adult learning and the technological revolution; vocational training for adults; education toward a culture of peace; education for a democratic, civil society; education and the all-round development of all individuals; formulation of a broader vision of adult learning; integration of adult learning into the lifelong learning system; the changing role of the state, universities, and NGOs; the strengthening of cooperative structures; new ways of financing adult education; and UNESCO's role in the future of adult learning. Despite differences in individual respondents' opinions regarding how adult education goals should be prioritized and reached, there was general consensus that adult learning must be integrated into the lifelong learning system and no longer viewed only as a second chance for disadvantaged individuals, a means of reaching the unreached, or tool to provide skills to the unskilled. (MN)

ED 410 376 CE 074 377

Adult Learning: A Key for the 21st Century. CONFINTEA V Background Papers (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 97
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; *Adult Learning; Adult Literacy; Aging (Individuals); Cooperative Planning; Correctional Education; Distance Education; *Education Work Relationship; Educational Change; Educational Environment; *Educational Finance; Educational Needs; Educational Planning; Educational Practices; Educational Quality; Educational Technology; Empowerment; Environmental Education; Equal Education; Foreign Countries; Global Education; Government Role; Government School Relationship; Health Education; Health Promotion; Information Technology; *International Cooperation; International Educational Exchange; Labor Force Development; Literacy Education; Migrant Education;
IDENTIFIERS- Nongovernmental Organizations

The following papers are included: "Foreword" (Jakob Horn, Paul Belanger); "Internationalization and Globalization" (Ove Korsgaard); "Adult Learning and the Challenges of the 21st Century" (Marc-Laurent Hazoume); "Diversity in Adult Education: Some Key Concepts in Minority and Indigenous Issues" (Linda King de Jardon); "The Culture of Peace: The UNESCO (United Nations Educational, Scientific, and Cultural Organization)

This is the second booklet in English that deals with adult education in Israel. The following papers are included: "Editors' Notes" (Paul Kirmayer, Noy Pinnes); "Introduction" (Meir Peretz); "Defining 'Adult Education'" (Yehezkel Cohen); "Planning Study Programs for Adults" (Rachel Tokatli); "The Role of Adult Education: Changing the Individual or Changing the Society?" (Maggie Koren); "Adult Education and Lifelong Education" (Paul Kirmayer); "Heretical Reflections Regarding Adults' Motives for 'Being Educated'" (Dov Friedlander); "The 'Unfinished Business' of Training Adult Educators" (Eitan Israeli); "Teaching Peace to Adults: Dare We Practice What We Preach?" (Benyamin Chetkow-Yanoov); "Adult Education in Israel: Policy and Objectives" (Meir Peretz); "Adult Education Comes of Age: Some New Directions" (David Harman); "Creating the Space for the First Word" (Graciela Spector); "'Distance Education'--Looking Forward to the 2000's" (Ora Grebelsky); "Distance Education by Telecommunication in Order to Provide Higher Education to the Periphery" (Zvia Ortner); "The Influence of Mass Media on the Family--An Exploratory Model" (Rina Cohen); "Watching Current Events Programs in the Ulpan: An Introduction to Israeli Society and Culture" (Dalia Hoffshteter); "Poorly Educated Women as Consumers of Television: A Different Point of View" (Yehudit Orensztajn); "International Contacts with Institutions and Organizations" (Paul Kirmayer, Noy Pinnes); "Summary of a Visit to an Adult Education Center in Turkey" (Shoshana Broner); "International Seminars on Adult Education in Israel" (Moshe Adorian); "A Seminar for Middle East Educators--Summer, 1995" (Haim Itkis); and "Publications: The Cream of the Crop (2)" (Yehudit Orensztajn). (MN)

ED 410 393 CE 074 522

Kirk, James; Cannon, Becky; Burke, Laura
Mental Models: The Food for Thought.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Attitude Change; Change Agents; *Cognitive Development; *Employee Attitudes; Employer Attitudes; Learning Activities; *Management Games; *Models; Problem Solving
IDENTIFIERS- *Mental Models

Learning organizations constantly question and make appropriate changes in their "mental models." Mental models include the images, assumptions, and stories that everyone carries around in his/her mind---personal mindsets of what an individual considers to be "reality." For example, "high work performance" or "service quality" are to an individual worker what he or she considers them to be. Mental models are important to organizations for two reasons: (1) they can often account for why two or more workers can observe the same phenomena and arrive at very different conclusions as to what has occurred; and (2) there can be few fundamental or lasting changes in an organization without first changing the mental mindsets of managers and employees. Several activities can be used to familiarize employees with terms such as mental models, mindsets, paradigms, and paradigm shifts. The game "Leaping to Conclusions" introduces learners to the concepts of "inferencing" and "mindsets," illustrating how previous experiences and personal mindsets influence the way people interpret everyday events. "Made in the USA" focuses on the

Guidance; Critical Thinking; *Electric Circuits; Electricity; *Electronic Technicians; *Electronics; Electronics Industry; Laboratory Procedures; Laboratory Safety; *Learning Activities; Lesson Plans; Occupational Safety and Health; Postsecondary Education; Secondary Education; *Semiconductor Devices; Shop Curriculum; Teaching Guides; Teaching Methods; Technological Advancement; *Technology Education; Thinking Skills; Units of Study; Vocational Education

These instructional materials include a teacher's guide designed to assist instructors in organizing and presenting an introductory course in general electronics focusing on semiconductor devices and circuits and a student guide. The materials are based on the curriculum-alignment concept of first stating the objectives, developing instructional strategies for teaching those objectives, and then evaluating based on the objectives. The course contains three units, each designed for use in more than one class period: Discrete Semiconductor Devices and Circuits, Linear Integrated Devices and Circuits, and Power Supplies. Each unit in the teacher edition includes some or all of the following: suggested activities, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, and transparency masters. In addition, the teacher edition includes a section on use of the publication, a competency profile, instructional and task analyses, academic and workplace skill classifications and definitions, a related academic and workplace skills list, and a correlation to the Electronics Industries Foundation skills list. Each of the instructional units in the student edition includes some or all of the following components of a unit of instruction: objective sheet, information sheet, assignment sheets, and job sheets. (KC)

ED 410 411 CE 074 562

Hilley, Robert
General Electronics Technician: Digital Electronics and Introduction to Microprocessors.
PUB DATE- 97
NOTE- 273p.; For related documents, see CE 074 560-561.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; Career Exploration; Career Guidance; Critical Thinking; Electric Circuits; Electricity; *Electronic Technicians; *Electronics; Electronics Industry; Laboratory Procedures; Laboratory Safety; *Learning Activities; Lesson Plans; *Microcomputers; Occupational Safety and Health; Postsecondary Education; Secondary Education; Shop Curriculum; Teaching Guides; Teaching Methods; Technological Advancement; *Technology Education; Thinking Skills; Units of Study; Vocational Education
IDENTIFIERS- *Digital Electronics

These instructional materials include a teacher's guide designed to assist instructors in organizing and presenting an introductory course in general electronics focusing on logic circuits and microprocessors and a student guide. The materials are based on the curriculum-alignment concept of first stating the objectives, developing instructional strategies for teaching those objectives, and then evaluating based on the objectives. The course contains two units, each designed for

Orem, Richard; Giordano, Martha; Hunsaker, Patricia
Adult Basic Education in Illinois: Perceptions from Stakeholders and the Public. Report of the Illinois Adult and Continuing Educators Association Task Force.
PUB DATE- 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Administrator Attitudes; *Adult Basic Education; Adult Vocational Education; Educational Needs; *Educational Objectives; Educational Opportunities; Job Placement; Job Training; Program Effectiveness; Public Opinion; *State Programs; Statewide Planning; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Illinois

In December 1992, a task force of adult educators representing the programmatic and regional diversity within Illinois was appointed to study current issues of adult basic education (ABE). It gathered data from 650 students, program staff, agency representatives, and policy makers and employers and surveyed perceptions of 800 Illinois residents. The task force held meetings at various locations and made recommendations. Major findings were as follows: the condition of ABE programs had not radically changed over the past two decades; students were still confronted by similar barriers to participation--foremost were inadequate child care and transportation; and the general public was aware that child care was a possible barrier but not as aware of transportation barriers. ABE students and program staff did not see learning ability as a major barrier for students although agency personnel did. Stakeholders agreed the purpose of ABE was to prepare adults for employment. Students expressed a great desire for improved programs that would include vocational offerings and lead to employment; students and teachers expressed a need for more technology in classrooms. The consensus was that the government was responsible for providing ABE. Stakeholders and the general public felt generally that programs were needed and were doing good work with their resources. (Appendixes contain 13 references, a list of task force members, study questions, and participant lists.) (YLB)

ED 410 428 CE 074 604

Evans, Jennifer P.; Miller, Michael T.
Adult Learner Characteristics among Graduate Education Students: Comparison by Academic Discipline.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Learning; *College Administration; Educational Needs; Elementary Secondary Education; Goal Orientation; *Graduate Students; Graduate Study; Higher Education; *Leadership Training; Learning Theories; *Principals; Student Attitudes; *Student Characteristics

A study was conducted to identify to what extent graduate students report exhibiting characteristics of adult learning theory and to compare these characteristics based on current work environment. Of the 90 graduate students who participated, 55 were majors in the Educational Leadership Program, a graduate experience that presented the theory and skills

Culture

This book is designed to help individuals reinvent their careers by analyzing the current state of their careers, identifying career objectives suited to their individual and family needs, and developing personal strategic action plans for achieving career fulfillment in five new career path options: corporate climber, new entrepreneur, consultant, turnaround specialist, and facilitator. The following are among the topics discussed: career possibilities (climbing the corporate ladder, creating enterprises, achieving results, becoming an expert, facilitating others); self-assessment (beyond plateauing, reviewing personal contracts, assessing careers and industries, analyzing company profiles); life satisfaction (focusing on strengths, identifying preferred business environments, attaining life goals, living by personal values): career skill development (keeping fit, communicating well, networking, staying creating, changing in a changing world, using computers effectively); action plans (formulating strategies and a strategic framework, implementing action plans); self-packaging and marketing (traditional employment, one-time assignments, employment in an ongoing advisory capacity, resumes, interviews, marketing packets and portfolios); compensation and contract negotiation (gauging compensation, gaining the upper hand in negotiating compensation, staying committed to your life plan); and the new millennium (the changing face of corporations, third-wave companies, surfing the net, aging of the work force, telecommunity, network marketing, international trade.) (MN)

ED 410 446 CE 074 631

Watts, A. G.; Law, Bill; Killeen, John; Kidd, Jennifer M.; Hawthorn, Ruth
Rethinking Careers Education and Guidance: Theory, Policy and Practice.
PUB DATE- 96
NOTE- 403p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Career Counseling; Career Development; Career Education; *Career Guidance; Career Planning; Computer Uses in Education; Counseling Effectiveness; Counseling Objectives; Counseling Services; Counseling Techniques; *Counseling Theories; Educational Policy; Educational Principles; Educational Theories; Foreign Countries; Government School Relationship; Higher Education; Models; Political Attitudes; Postsecondary Education; Program Development; Program Evaluation; *Public Policy; Secondary Education; Social Attitudes; Strategic Planning; Tables (Data); Work Experience Programs
IDENTIFIERS- Action Plans; *Great Britain; *Organizational Learning

This book contains 21 papers on the theory, context, provision, practice, and development of career counseling and guidance in Great Britain. The following papers are included: "Preface" (Tony Watts et al.); "The Social Context of Guidance" (John Killeen); "Career Theory" (John Killeen); "A Career-Learning Theory" (Bill Law); "The Learning and Economic Outcomes of Guidance" (John Killeen); "Careers Work in Schools" (Bill Law); "Careers Work in Further and Adult Education" (Ruth Hawthorn); "Careers Work in Higher Education" (A.G. Watts); "Career Planning within Work Organisations" (Jennifer M. Kidd); "The Careers Service" (John Killeen, Jennifer M. Kidd); "Other learning beliefs. This relationship became significantly stronger from the 17- to 20-year-old range to the 21- to 25-year-old range, but not significantly so. The relationship then became less strong between the second group and the 26- to 49-year-old range, but not significantly so. The findings suggested that learning locus of control was related to two dimensions of self-directed learning, but age differences were found only for the resource management dimension. (Contains 19 references.) (Author/YLB)

ED 410 464 CE 074 660

Fabrication Studies: Guide to Standards and Implementation. Career & Technology Studies.
PUB DATE- 97
NOTE- 401p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; *Competency Based Education; Curriculum Guides; Foreign Countries; Learning Modules; Manufacturing; *Metal Industry; *Metal Working; Secondary Education; Standards; Teaching Methods
IDENTIFIERS- Alberta

This curriculum guide is designed to help teachers assist secondary students in Alberta in meeting the following objectives: develop skills that can be applied in their daily lives, refine career planning skills, develop technology-related skills in metal fabrication, enhance employability skills, and apply and reinforce learning from other subject areas. The curriculum is organized is strands and modules. This guide for the fabrication studies strand contains 41 modules that define what a student is expected to know and be able to do. The guide is organized into the following sections: (1) program rationale and philosophy, learner expectations, program organization, curriculum and assessment standards, and types of competencies in career and technology studies; (2) strand rationale, philosophy, and organization; (3) planning for instruction for career and technology and fabrication courses; (4) curriculum and assessment standards for introductory fabrication competencies; (5) curriculum and assessment standards for intermediate fabrication competencies; (6) curriculum and assessment standards for advanced fabrication competencies; (7) assessment tools; (8) linkages and transitions; (9) learning resource guide; and (10) sample student learning guide. (KC)

ED 410 465 CE 074 661

Fashion Studies: Guide to Standards and Implementation. Career & Technology Studies.
PUB DATE- 97
NOTE- 348p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; *Clothing Instruction; *Competency Based Education; Curriculum Guides; *Fashion Industry; Foreign Countries; Learning Modules; Secondary Education; Standards; Teaching Methods; *Textiles Instruction
IDENTIFIERS- Alberta

This curriculum guide is designed to help teachers assist care, reunification, family preservation, family support, and organizational development. The text is divided into five sections: family-focused practice in out-of-home-care, integrating family-focused practice into group care, resource materials, handouts and charts, and appendices. Managers will find a conceptual framework for family-focused practice and for the challenges agencies face when they undertake organizational change, such as changing the agency's culture to value families, or finding creative funding sources. (RJM)

ED 410 484   CG 027 942

Mitchell, Mark L.
Snapping Sharks, Maddening Mindreaders, and Interactive Images: Teaching Correlation.
PUB DATE- 96
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Assisted Instruction; *Correlation; Higher Education; *Instructional Improvement; Instructional Innovation; Learner Controlled Instruction; Statistical Analysis; Teaching Methods
IDENTIFIERS- Computer Use

Understanding correlation coefficients is difficult for students. A free computer program that helps introductory psychology students distinguish between positive and negative correlation, and which also teaches them to understand the differences between correlation coefficients of different size is described in this paper. The program is desirable in teaching this topic, not only because the computer is a patient, private tutor, but it also allows the teacher to spend his or her time on other material. Contrary to some popular misconceptions, the computer can offer a variety of feedback responses, can present a broad selection of problems, can be given a "personality," can supply a wide range of visual material, and can incorporate pedagogical aids. The program prints out a detailed record of each student's behavior, and students typically master the basic concepts of correlation. Students seem to enjoy the program and it is often used to introduce students to using computers. (RJM)

ED 410 485   CG 027 943

Wang, Jianjun; Greathouse, Betty; Falcinella, Veronica M.
An Empirical Assessment of Self-Esteem Enhancement in A CHALLENGE Service-Learning Program.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Elementary School Students; Elementary Secondary Education; *Evaluation Needs; Experiential Learning; Program Effectiveness; Program Evaluation; Secondary School Students; *Self Esteem; *Service Learning; *Student

violence in schools, violence at home, violent language, violence and dating, violence and bias, violence in society, and violence and solutions. (RJM)

ED 410 504 CG 027 983

Whitehead, Chrissie
So, What Is Assertiveness? An Assertiveness Training Course.
PUB DATE- 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aggression; *Assertiveness; Behavioral Objectives; High School Students; High Schools; Individual Power; Interpersonal Communication; Self Esteem; *Self Expression; Training; *Training Objectives

Assertiveness training can help people identify patterns of behavior that block effective communication. The concept of assertiveness and some practical exercises for exploring assertiveness with groups or individuals are presented in this curriculum guide. Intended for use in high school, in adult education classes, in job-related inservices or workshops, or in self-improvement groups, the text offers easy-to-follow session outlines. The exercises it contains should help individuals to explore aspects of assertiveness. It presents a variety of ways to develop awareness and understanding of what assertiveness is, to identify how being assertive can benefit people in their everyday lives, and to explore what the implications of becoming more assertive might be. The exercises are grouped under 11 chapters, and include such topics as the meaning of assertiveness; assertive, aggressive, and passive thought and behavior patterns; what prevents individuals from being assertive; rights and responsibilities; self-confidence and self-esteem; and body language. Also included are saying no, dealing with criticism, and managing change. The text closes with suggestions for evaluation. An appendix lists assertiveness training opportunities. (RJM)

ED 410 505 CG 027 984

Kirby, Michael
Street Smarts: Activities That Help Teenagers Take Care of Themselves.
PUB DATE- 95
NOTE- 122p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Consumer Education; Delinquency; Employment Problems; Homeless People; Prevention; *Problem Solving; Student Problems; Substance Abuse; Teaching Guides; Violence; *Youth Problems
IDENTIFIERS- Cults; Gangs; Sex Exploitation; *Survival Education; *Survival Skills

Because growing up has become the art of survival for many young people, a professionally conducted course in street smarts can help them identify problems, understand consequences, and make good decisions. The information and activities contained in this text can teach students how to take care of themselves

(150)
DESCRIPTORS- Classroom Techniques; *College School Cooperation; *Cooperative Programs; Elementary Education; *Field Experience Programs; Higher Education; Language Arts; Literacy; *Methods Courses; *Preservice Teacher Education; Public Schools; Student Participation; Student Teachers; *Teacher Education Programs; Teaching Experience
IDENTIFIERS- *Preservice Teachers

The expansion of field-based preparation for teachers in recent years has been driven by several factors. The satisfaction of university students and instructors participating in site-based instruction and the encouragement of local schools seeking reform themselves have refueled this expansion. In a site-based course, preservice teachers provide working models of real teaching and authentic responsibilities for working with elementary students. One such course was a required Language Arts and Reading Methods for Elementary Teachers. The first 3 weeks of class were on campus and the remaining 11 weeks at a public elementary school near campus. Because the college class met before elementary students arrived each day, teachers were able to make a variety of presentations to the college students. Preservice teachers regularly spent a 30-minute stint in the second-grade classrooms, and each produced a children's book as part of the class. This site-based instruction created a dynamic teaching and learning experience. (CR)

ED 410 524 CS 012 882

Bowers, Patricia Greig
Implications for Later Reading of a Naming Speed Deficit Accompanying a Phonemic Awareness Deficit.
PUB DATE- 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading (2nd, San Francisco, CA, April 21-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Foreign Countries; Grade 2; Grade 4; *Learning Problems; *Reading Difficulties; Reading Instruction; *Reading Processes; Reading Research; *Reading Skills
IDENTIFIERS- Deficit Theory; *Naming Speed; *Phonemic Awareness; Phonological Awareness

A study examined the theory that partially independent deficits in phonemic awareness and symbol naming speed contribute to reading disability. Subjects of the study were chosen from six second-grade classrooms to represent poor and average readers, rather than a regular class distribution. On the basis of AAT (phonemic deletion scores) and DNS (digit naming speed) scores above and below the 35th percentile for each variable, there were 15 no deficit children, 9 children in each single deficit group, and 5 children with a double deficit. Results indicated that naming speed level was not associated with AAT scores nor was AAT level associated with naming speed scores. Grade 2 phonemic awareness level was significantly related to word identification and word attack in Grade 4, and naming speed levels tended to be related. Findings suggest that the level of early naming speed significantly predicts both speed and accuracy of text 2 years later, while level of early AAT did not. (Contains 6 tables of data.) (CR)

ED 410 525 CS 012 883

experience; shared book experience; and use of literacy play centers. Results indicated that the amount of involvement on the part of the respondents influenced their attitudes concerning the value of literacy play centers in a preschool setting and in the overalll emergent literacy development of the children. Findings suggest that the least involved respondents may not have been able to see the overall development of these children due to their limited participation. (Contains six references.) (CR)

ED 410 543   CS 012 904

Bigenho, Frederick W.
Models of Reading Difficulties and Methods of Reading Instruction among Primary School Teachers.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Information Processing; Primary Education; *Reading Difficulties; *Reading Instruction; Reading Processes; Reading Research; Reading Strategies; Sociocultural Patterns; *Teacher Attitudes; Teacher Surveys; Teaching Methods
IDENTIFIERS- Teaching Research

A study examined primary school teachers' matching of instructional reading methods to models of reading difficulties and how often they used each activity in their classrooms. Subjects were 39 primary school teachers from the northeast section of a Great Lakes, midwestern state. For the study, teachers characterized each reading method according to correlates that comprised medical, information processing, and sociocultural models of reading difficulties. Using a list of 32 methods of reading instruction, teachers indicated their use of each method often, sometimes, rarely, or never. Results indicated that teachers characterized the majority of instructional reading methods according to an information processing perspective, followed by a sociocultural orientation. Findings reveal that teachers ranked questioning, modeling, and background knowledge enrichment as their three most frequently used methods of reading instruction, and propaganda styles, reading groups, choral reading, cloze procedure, and semantic mapping as their least frequently used activities. (Contains 18 references; a reading methods survey and 3 pages of study results are appended.) (CR)

ED 410 544   CS 012 906

Case, Carolyn J.
Computer Software: Does It Support a New View of Reading?
PUB DATE- 96
NOTE- 160p.; M.S. Thesis, Central Connecticut State University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Software; Computer Software Evaluation; Grade 1; Grade 2; Instructional Effectiveness; Primary Education; *Reading Instruction; Reading Research; Teacher Surveys

*Computer Mediated Communication; *Computer Uses in Education; *Cybernetics; *Discussion (Teaching Technique); *Electronic Classrooms; Higher Education; Man Machine Systems; Online Systems; Systems Approach; Teacher Student Relationship; *Writing (Composition); Writing Instruction
IDENTIFIERS- *Discourse Communities; Postmodernism

Computer mediated communication (CMC) tends to erase power structures because such communication somehow undermines or escapes discursive limits. Online discussions seem to promote rhetorical experimentation on the part of the participants. Finding a way to explain disparities between electronic discussion and oral discussion has proven difficult. Those in composition studies have tried to theorize CMC by reference to postmodern theory, but another form of theory that might help in the investigation of the nature of online communities derives from cybernetics and from information theory. Cybernetics' wider implications have led to the advent of a second-order cybernetics or systems theory--self-organizing, self-making, or autopoietic. Reflexivity provides an implicit reason for the difficulty of controlling electronic class discussion. Third wave cybernetics can be used in conjunction with social applications of systems theory to think about what happens when machines, teachers, and students are all "spliced" into one grand system. It seems that traditional approaches to class discussion with the instructor controlling the flow and order make it natural for teachers to view electronic communities as the early cyberneticists did, as allopoietic mechanisms whose goals can be set and observed. Though control of a system with multiple, dynamic elements may be somewhat difficult, a lack of control does not, in terms of systems theory, preclude an instructor's valuable involvement in an online community. (Includes 5 notes; contains 15 references.) (CR)

ED 410 564   CS 215 877

Matsuda, Paul Kei
Developing Praxis through Critical Reflections in the ESL Writing Classroom.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Higher Education; *Journal Writing; *Theory Practice Relationship; *Writing Instruction; *Writing Teachers
IDENTIFIERS- Collaborative Inquiry; Composition Theory; Critical Writing; *Praxis; *Reflective Writing; Teacher Development; Teaching Perspectives; Writing Contexts

When four writing instructors were given the opportunity to teach writing for second language learners, they decided to collaborate in some ways and chose journal sharing as a way of facilitating their collaboration. The original goal of journal sharing was to critically reflect on their teaching practices and to connect their knowledge of composition theory and English as a second language (ESL) theory in their own particular instructional context. They tried to develop praxis--or situated theory grounded in practice--through collaborative how the work of the NWP network is extended, a map of the NWP network, the NWP in print and online, two NWP teacher profiles, sources of NWP site funding, and cost effectiveness. Financial statements and a list of board of directors and senior staff is attached. (RS)

ED 410 583   CS 215 951

Carlson, Angela; Floto, Deborah; Mays, Barbara
Using Children's Literature To Develop and Advance Problem Solving and Critical Thinking in Mathematics.
PUB DATE- 97
NOTE- 76p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Childrens Literature; *Critical Thinking; *Instructional Effectiveness; *Mathematics Instruction; Primary Education; *Problem Solving; Student Evaluation
IDENTIFIERS- California Achievement Tests

This paper describes a program for increasing problem solving and critical thinking skills in mathematics. The targeted population consisted of one kindergarten, one first- and one second-grade classroom in an elementary school located in an older established community 12 miles west of Chicago. The problem was documented through student performance on textbook generated tests, teacher-made tests, California Achievement Tests, teacher observations, and anecdotal comments of other teachers and parents. Analysis of probable cause data revealed that there was little emphasis on problem solving and critical thinking and too much emphasis on rote learning and drill. In addition, teachers felt that they relied too heavily on their own explanations and did not allow their students to actively generate independent solutions. Finally, it was seen that there was a lack of challenging subject matter utilizing higher order thinking skills. A review of solution strategies suggested by authorities in the field and analysis of the problem setting resulted in the selection of mathematics and children's literature with related activities as the intervention to motivate higher order thinking skills. (Contains 26 references and 4 figures of data; appendixes contain pretests, survey instruments, a 16-item annotated bibliography, ranking and graphing sheets, performance assessment forms, and activity sheets.) (Author/RS)

ED 410 584   CS 215 952

Accetta, Randy
The Ideological and Cultural Implications of the English Telecourse.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Instruction; Classroom Communication; *Cultural Context; Distance Education; *English Instruction;

presents 8 short plays (in a readers' theater format) for grades 4-8. After an introduction that discusses getting started and using the book, plays in the book are: (1) "The Gods Must Be Crazy: The Story of Cupid and Psyche"; (2) "The Sound of Music Goes Underground: The Story of Orpheus and Eurydice"; (3) "Ransom: The Story of Theseus and the Minotaur"; (4) "Flying High (and Its Dangers): The Story of Daedalus and Icarus"; (5) "Vanity Fair: The Story of Echo and Narcissus"; (6) "Legends of the Fall: The Story of Odysseus, Helen, and the City of Troy"; (7) "Sea Trek: The Story of Odysseus and His Travels"; and (8) "Speed: The Story of Atalanta." Each play in the book is followed by a series of critical thinking questions and some extension activities. Additional discussion questions and extension activities, and a 12-item list of additional reading materials are included. (RS)

ED 410 603 CS 509 560

Tallmon, James M.
The Thrill Is Gone: Rediscovering Pathos and Style in Debate.
PUB DATE- 96
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Ethics; Higher Education; *Instructional Effectiveness; Public Speaking; *Rhetoric
IDENTIFIERS- Aristotle; Campbell (George); Logos (Theology); National Education Debate Association; *Pathos; Weaver (Richard M)

This is a polemic on the need to rehumanize collegiate debate. Viewed as a reform movement insofar as its primary concern is to revitalize public debate, the National Education Debate Association (NEDA) ought to be mindful of the ethical implications of its aims in the same way that a repairman fixes what is broken: by concentrating, not on the thing in a state of disrepair, but on its ideal state. Debate ought to be a humane and therefore humanizing game. For Aristotle, rhetoric was a counterpart of both dialectic and ethics; of logos as well as pathos. In "Language is Sermonic," Richard Weaver states that an honest rhetorician has two things in mind: a vision of how things should go ideally and ethically, and a consideration of the special circumstances of his auditors. George Campbell's "Philosophy of Rhetoric" explicates a faculty psychology-based view of the human soul that constitutes a framework within which to teach the dynamics of the relationship of pathos and style to persuasion. His view has pedagogical merit, to be sure, but a limited vision of humanity. According to Weaver, "man is not nor ever should be a depersonalized thinking machine." (CR)

ED 410 604 CS 509 561

Gregory, Mona Y.
Gender Differences: An Examination of Computer-Mediated Communication.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Savannah, GA, April 2-6, 1997).

feedback so that individual members have access to their own perceptions of group performance as well as group-level data. This creates an opportunity to compare/contrast individual against others' perceptions and sets up an opportunity for healthy dialogue about how the group is going about its business. SYMLOG will also be contrasted to Interaction Process Analysis (IPA) as a technique to inform group members about individual and group performance. (Contains 5 figures and 18 references.) (Author)

ED 410 623 CS 509 592

Keyton, Joann; Kilgore, Wanda J.
Assessing Interpersonal Communication Skills in Preparing Women for Work.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Savannah, GA, April 2-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; Communication Research; *Communication Skills; Comparative Analysis; *Females; *Interpersonal Communication; *Job Training; Program Effectiveness; Student Surveys
IDENTIFIERS- Communicator Style; Tennessee

Perceptions of interpersonal communication skills of participants in the Women in Community Service (WICS) program, an initiative of Tennessee JOBS, were assessed to examine the relationship between WICS skill blocks training and improvement in communication competence and communicator style flexibility while decreasing communication apprehension. Participants from three WICS classes completed surveys both pre- and post-program training to test one research question and three hypotheses. Besides a programmatic evaluation of this and other work readiness initiatives in their ability to improve the communication ability of program participants, the research project also compared the participants' perceptions to those of a group of entry level college students. Null and mixed findings suggest that more emphasis be placed on communication skill training in work readiness programs. Further, findings imply that participation in work readiness programs may make participants aware of communication inadequacies and serve to lower rather than increase self-perceptions about communication skill. (Contains 3 tables of data and 46 references.) (Author)

ED 410 624 CS 509 595

Sauls, Samuel J.
Factors Which Influence the Funding of College and University Noncommercial Radio Stations.
PUB DATE- 95
NOTE- 24p.; Paper presented at the Texas Association of Broadcast Educators Spring Conference (Austin, TX, February 24, 1995). For a follow-up paper, see CS 509 596.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Audience Awareness; *Financial Support; Higher Education; Media Research; National Surveys; Questionnaires; *Radio; *School Funds

about their children's self-esteem. Parents reported that they had transferred their children to the academy because they wanted them to receive preparation for job opportunities and to benefit from teachers who treat all students fairly. Students felt that their former schools had not cared much about them or were willing to help them learn; students wanted responsiveness. Four tables and two figures are included. (LMI)

ED 410 642 EA 028 534

Wohlstetter, Priscilla; Griffin, Noelle C.
Creating and Sustaining Learning Communities: Early Lessons from Charter Schools.
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.; Danforth Foundation, Clayton, MO.
PUB DATE- 97
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Charter Schools; Curriculum Development; Educational Improvement; Educational Resources; Elementary Secondary Education; Institutional Autonomy; *Institutional Mission; Leadership Styles; *Organizational Development; School Effectiveness
IDENTIFIERS- *Learning Communities

There has been a rapid increase over the past 5 years in both the number of charter schools in the United States and the enthusiasm for the concept. Most research about charter schools has not addressed how charter schools create and sustain high-quality learning communities. This paper presents findings of a study that investigated how learning communities were created and sustained in 17 charter schools. The study examined how school missions were developed and translated into classroom practice; how charter schools learned from what they were doing; and what factors seemed to produce high-quality teaching and learning. The study identified four critical building blocks that charter schools tackled, with varying success, to create and sustain learning communities. The building blocks included the school mission, the school instructional program, the accountability system, and school leadership. The study also identified three enabling conditions that helped to explain variations in the success rates of the charter schools: the degree of school power/autonomy, the presence of supportive networks/organizations, and the presence of supportive parents. The paper offers tentative implications for both charter-school founders and sponsors, including a need for more detailed, concrete information from schools during the charter-application process, and clarification of the roles and responsibilities of charter schools within the state public education system, particularly with respect to accountability and technical assistance. (Contains 43 references.) (Author/LMI)

ED 410 643 EA 028 535

Anderson, Jane
Parent Involvement in a Charter School.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28,

The quality of the academic standards in America's public schools is one of the pressing issues on the minds of parents and the public. This document, the third annual report by the American Federation of Teachers (AFT), reports on how many states are committed to setting common academic standards and analyzes the quality of the standards against AFT criteria. It also reports on states' intentions to assess whether students are meeting the standards, to provide extra academic help to students who are not meeting the standards, and to attach meaningful consequences to the standards. Findings are based on interviews with officials and analysis of documents from the 50 states and the District of Columbia. Section 1 describes the AFT criteria for judging state reforms. Section 2 presents national figures regarding the quality of state standards, the work under way on assessments, and the plans for student incentives linked to the standards. Charts with state-by-state data on major issues described in section 1 are included. Section 3 offers recommendations to states for ensuring successful reforms. The fourth section elaborates on findings for each state, discusses the strengths and weaknesses of each state's standards, and describes their plans for assessment, student incentives, and academic intervention. The final section contains official state responses to the report. Some major findings include the following: (1) Every state except Iowa is setting common academic standards for its students, and most consider standards a work in progress; (2) over the course of the year the quality of state standards has improved; and (3) most states, however, still need to improve some of their standards. (LMI)

ED 410 662 EA 028 559

Cox, Taylor, Jr.; Beale, Ruby L.
Developing Competency To Manage Diversity: Readings, Cases, and Activities.
PUB DATE- 97
NOTE- 360p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affirmative Action; *Cultural Awareness; Cultural Differences; Cultural Interrelationships; Cultural Pluralism; Culture Conflict; Disabilities; *Diversity (Institutional); Ethnic Relations; Ethnic Stereotypes; Homophobia; Intercultural Communication; Intercultural Programs; Multicultural Education; *Organizational Change; *Organizational Climate; *Organizational Development; Racial Relations; Tables (Data)

All members of organizations take part in creating a climate in which all people are treated fairly and can achieve and contribute to their full potential, and where diversity, as an organizational resource, can be fully leveraged to enhance organizational performance. This book was designed to assist individuals and work teams in developing personal and organizational competency to manage diversity. Following the introduction, the book is organized into three major parts: (1) foundations for competency; (2) developing individual competency; and (3) developing organizational competency. Part 1 presents readings and activities to develop an understanding of the meaning of diversity and the importance of managing diversity for organizational effectiveness. Part 2 offers readings, cases, and activities to develop individual opened from 1985 to 1995. Of the new schools, 4 were prekindergarten through grade 12, 102 were elementary schools, 14 were middle schools, and 14 were secondary schools. The major challenges to opening new schools were financial, such as securing capital and obtaining support for the annual operating budget. In 1995-96 the average tuition for the first child from a Catholic family enrolled in a new Catholic elementary school ranged from $1,135 to $1,196, and new Catholic secondary school tuition ranged from $2,200 to $3,900. Forty-nine figures are included. Appendices include lists of NCEA regions and new Catholic elementary and secondary schools, copies of the survey forms, and survey responses. (LMI)

ED 410 683 EA 028 584

Poole, Wendy L.
The Construction of Professional Unionism by Teacher Union Leaders.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Quality; Elementary Secondary Education; *Organizational Objectives; *Professional Development; *Teacher Associations; *Teacher Welfare; *Unions

Teacher unions are increasingly perceived as principal stakeholders in determining the overall effectiveness of school systems. This paper presents findings of a study that explored how teacher union leaders construct meaning about teachers' self-interests and education interests. Data were collected through interviews with 18 teacher union leaders in a teacher organization in an eastern Canadian province. Respondents overwhelmingly agreed that the teacher union had dual roles--to promote both the economic welfare and professional development of teachers. Less frequently mentioned (65 percent of participants) was a third role, that of promoting quality education. Only 12 percent mentioned a fourth role of the union, a concern for social justice. Factors that influenced the construction of the union's role included membership issues, the government's policy agenda, the degree of public support for union goals, and the extent to which members shared a local or provincial perspective. The study found that the self-interests and the educational interests of teachers are interdependent, complementary opposites. In times of crisis union members concentrate on their immediate needs and sometimes lose sight of the larger picture. However, teachers eventually realize that their immediate needs cannot be met without attending to the long-term best interests of the educational system. Economic welfare and professional development are complementary forces that may be pulled to a higher level by a mutual concern for quality education and social justice. Understanding this relationship can serve as a bridge to developing productive relationships between union and management, and between union and government that may lead to renewal and growth for the education system. (Contains 27 references.) (LMI)

ED 410 684 EA 028 585

MacDonald, Irene

Act Amendments on vocational rehabilitation services. Analysis of the discussions found a combination of three elements emerged as necessary for consumers and counselors to feel satisfied with the VR process. These were: (1) a positive working relationship between the consumer and his/her counselor; (2) active involvement of the consumer; and (3) ready availability of services. Implications for successful service delivery include building a positive relationship with consumers, enhancing consumer participation through such mechanisms as authentic assessment procedures and Person Centered Planning, and expanding services through strong linkages between vocational rehabilitation agencies and other employment services, training for utilization of natural supports, and consumer control of service dollars. (DB)

ED 410 703 EC 305 753

Whitney-Thomas, Jean; Thomas, Dawna M.
Changes in Vocational Rehabilitation Practice Since 1992: Administrators' and Counselors' Perspectives.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Administrator Attitudes; Adults; Agencies; Assistive Devices (for Disabled); Counselor Attitudes; Delivery Systems; *Disabilities; Empowerment; Federal Legislation; Questionnaires; *Vocational Rehabilitation
IDENTIFIERS- Consumer Participation; *Rehabilitation Act Amendments 1992

This study examined perceptions of vocational rehabilitation administrators and counselors of the meaning, importance, and impact of the Rehabilitation Act Amendments of 1992. A questionnaire was completed by 251 administrators and 254 counselors from 25 states. Respondents were asked to indicate the extent to which changes had occurred, based on a list of practices recommended by the 1992 Act, in their offices or caseloads. Overall, administrators indicated greater change had taken place than did counselors, but neither group felt that more than "some change" had occurred in their offices or caseloads. Administrators and counselors identified the following groups of practices as areas that have changed: (1) consumer empowerment and choice; (2) assistive technology and accommodations; (3) services for individuals with HIV or AIDS; (4) consumer involvement. The least amount of change was reported for services for individuals with HIV or AIDS. The greatest disparity in the perceptions of administrators and counselors was in the areas of Consumer Involvement and the use of Assistive Technology and Accommodations. (DB)

ED 410 704 EC 305 754

Gilmore, Dana Scott; Butterworth, John
Trends in Supported Employment: The Experiences of Ninety-Four Community Rehabilitation Providers between 1986 to 1991.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- 96

subject content to all students. The different types of team teaching are highlighted, including: standard team teaching, smaller groups, part A/part B content, presenter/helper, higher understanding, and follow-up. The paper describes supportive learning activities as having cooperative teaching partners identify, develop, and lead student activities designed to reinforce, enrich, and/or enhance learning. Described strategies include: distinct activities, small group work, diverse group work, debate format, four groups, leapfrog-jigsaw, and three groups/two teachers. Complementary instruction is defined as having one instructor maintain primary responsibility for teaching the specific content matter while the cooperative teaching partner takes responsibility for teaching students the functional skills necessary to acquire the material. Different methods of this technique are provided, including academic survival skills and interviewing. Specific suggestions are made for cooperative teaching arrangements during testing, such as modifications, instant feedback, and peer grading. (CR)

ED 410 722 EC 305 779

Deitz, Diane E. D.; Ormsby, Diane E.
Building a Model for Training SED Adolescents To Use and Generalize Verbal Social Skills: Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Behavior Disorders; *Educational Strategies; *Emotional Disturbances; Inclusive Schools; Interpersonal Communication; *Interpersonal Competence; Models; *Performance Factors; Program Effectiveness; *Skill Development; Social Development; Social Integration; Training; Verbal Communication

This final report discusses the outcomes of a research project that examined which training procedures lead to effective acquisition and generalization of social skills of students with serious emotional disturbances and behavior problems. Specifically, goals of the project were: (1) to determine the effectiveness and efficiency of five training procedures; (2) to develop a comprehensive training model for teaching social skills to adolescents with serious emotional disturbances; and (3) to evaluate the effectiveness and efficiency of the comprehensive training model. To achieve these purposes, six studies were conducted over a 4-year period. Studies one through five investigated the effects of five training variables (practice structures, fading of negative examples, instruction in self-contained vs. integrated groups of students, programmed maintenance and isolated skill training, and fading responses) on the acquisition, maintenance, and generalization of selected verbal social skills. In Study 6, a comprehensive training model that incorporates the results of the first five studies was designed and evaluated. The report lists each task activity during the four grant periods, followed by a brief description of what was accomplished. A list of manuscripts and presentations of the project is also included. (Author/CR)

ED 410 723 EC 305 780

Lipsky, Dorothy Kerzner; Gartner, Alan

ED 410 739 EC 305 800

Prater, Greg, Ed.; Minner, Sam, Ed.; Islam, Mohammad, Ed.; Hawthorne, Deborrah, Ed.
New Hopes, New Horizons: The Challenges of Diversity in Education. Proceedings of the Biennial International Conference of the International Association of Special Education (5th, Capetown, South Africa, August 3-8, 1997).
PUB DATE- 97
NOTE- 344p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attention Deficit Disorders; Autism; Career Development; Child Development; Cognitive Style; Computer Software; Creativity; Critical Thinking; Cultural Differences; Deafness; *Disabilities; Disability Identification; Early Childhood Education; Early Intervention; *Educational Strategies; Elementary Secondary Education; Emotional Development; *Gifted; High Risk Students; Higher Education; Hyperactivity; *Inclusive Schools; Interdisciplinary Approach; *Knowledge Base for Teaching; Mainstreaming; Mental Retardation; Paraprofessional Personnel; Parent School Relationship; Preschool Education; Reading Instruction; Self Esteem; Self Management; Special Education; Student Evaluation;
IDENTIFIERS- Vygotsky (Lev S)

This collection of 64 papers from a 1997 international conference of special educators focuses on the challenges of diversity in education. Topics of the papers include: (1) assessment strategies for individuals with autism; (2) self-determination strategies for at-risk youth with learning, behavior, and emotional disabilities; (3) developing standards for professionals working with students with exceptionalities; (4) cooperative teaching and creating effective teams; (5) inclusive education implications for gifted youth; (6) dealing with test anxiety and underachievement of students with special needs; (7) inclusion of young children with disabilities; (8) developing collaborative partnerships in higher education; (9) a systemic approach to special education; (10) formative rhythmics; (11) tracking techniques used in the remedial teaching of writing; (12) intervention strategies for at-risk high school students; (13) teaching self-management to students with diverse needs; (14) diagnosis and remediation of early reading difficulties; (15) educator resistance and acceptance of inclusion; (16) developing effective school-to-work models for students with autism spectrum disorders; (17) educational software; (18) a conceptual model of diversity; (19) young volunteers with disabilities; (20) low-income preschool programs in Korea; (21) effects of cognitive awareness training on boys with attention deficit hyperactivity disorder (ADHD); (22) identification of deafness; (23) the implication of Vygotsky's theory for the assessment of disadvantaged learners; (24) funding special needs and diversity programs; (25) the improvement of the creativity of children with deafness; (26) culturally relevant partnerships between families and professionals; (27) responsibility and self-esteem; (28) early intervention program development; (29) the roles of paraeducators in special education; (30) turning cultural diversity into multiculturalism; (31) pursuing goal setting and career development to improve self-esteem and academic achievement; (32) learning styles and culturally diverse students with special needs; (33) comorbidity of ADHD in adults

new two-way interactive audio and video system in the district; staffing needs and enrollment influences; reasons for which students should study languages; goals of foreign language study; program goals; and program development landmarks since 1985-86); program input (income, expenditures, instructional materials use and cycles, and equipment); process factors (work flow, inservice and staff development sessions, and professional meetings attended by language teachers); product factors (district French and Spanish test results; adherence to standards and regulations; awards and honors received in foreign languages; results of a high school senior survey; observations of the language arts supervisor; and program strengths and weaknesses); and plans for the future. Appended materials include data on foreign language enrollments and an equipment inventory. (MSE)

ED 410 759   FL 024 702

Thornton, Julie A.
The Unified Language Testing Plan: Speaking Proficiency Test.
  Spanish and English Pilot Validation Studies. Report Number 1.
PUB DATE- 96
NOTE- 243p.; For report #2, see FL 024 703.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *English; Federal Programs; *Language Proficiency;
  *Language Tests; Oral Language; Program Descriptions; *Spanish;
  Speech Skills; Standardized Tests; Standards; Test Validity;
  Testing; *Verbal Tests
IDENTIFIERS- *Federal Language Testing Board; *Unified Language
  Testing Plan

This report describes one segment of the Federal Language Testing Board's Unified Language Testing Plan (ULTP), the validation of speaking proficiency tests in Spanish and English. The ULTP is a project to increase standardization of foreign language proficiency measurement and promote sharing of resources among testing programs in the federal government. Over 200 individuals were tested in the two pilot studies. Analysis of results indicates higher reliability of the ratings than those of a prior interagency study, and increased reliability of the Spanish test than found in an earlier pilot study. Recommendations are made for pilot implementation, further development of tests in other languages, maintenance of interagency collaboration, coordination and quality control during pilot and full implementation, and adjustment in tester training workshop format. Appended materials include the examinee instructions, pre- and post-test questionnaires, rating frequency charts, a summary of Spanish results, a summary of English results, and cross-tabulation charts for both studies. (MSE)

ED 410 760   FL 024 703

Thornton, Julie A.
The Unified Language Testing Plan: Speaking Proficiency Test.
  Russian Pilot Validation Studies. Report Number 2.
PUB DATE- 96
NOTE- 206p.; The Foreign Language Testing Board (FLTB) is an
  interagency group including representatives from the CIA, DIA,
  DLI, FBI, Department of State, and NSA. For report #1, see FL
  024 702.
LANGUAGE- English

of the Postsecondary Large Class.
PUB DATE- 97
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affective Behavior; *Black Students; *Class Size; College Students; Educational Environment; Higher Education; Large Group Instruction; Questionnaires; *Racial Differences; Satisfaction; *Student Attitudes; *Student Evaluation of Teacher Performance; Student Surveys; Tables (Data); Teaching Assistants; *White Students
IDENTIFIERS- *African Americans

This study compared African-American and white college students' perceptions of the educational environment within large lecture classes. A total of 124 African-American students and 1,143 white students in 27 classes with enrollments of more than 70 students completed surveys as part of a larger study on student perceptions of postsecondary education. Ninety-one instructors also completed surveys on specific teaching and learning practices. While there were many similarities in African-American and white student perceptions, it was found that, overall, African-American students were less satisfied with large classes than were white students. African-American students also rated the affected aspects of the learning process as more important than did white students. African-American students' class ratings were more closely related to their level of satisfaction with their teaching assistants than were white students' ratings. Two appendixes provide data tables and copies of the survey instruments. (Contains 44 references.) (MDM)

ED 410 781 HE 030 316

Leed, Arthur H.
Academic Freedom Issues in Higher Education: Tenure, Promotion, and Post-Tenure Review.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; *College Faculty; *Court Litigation; *Faculty Promotion; Higher Education; *Tenure
IDENTIFIERS- *Post Tenure Review

This paper reviews court decisions and articles that deal with academic freedom issues in higher education, including tenure, promotion, and post-tenure review. It discusses the Supreme Court decisions in Wieman v. Updegraff (1952), which struck down an Oklahoma loyalty oath; Sweezy v. New Hampshire (1957), which precluded an investigation into the content of a professor's lectures; Keyishian v. Board of Regents (1967), which struck down a New York law requiring state university faculty to sign a non-communist affidavit. More recent cases, including Jeffries v. Harleston (1994), are also reviewed. Statements from the American Association of University Professors regarding academic freedom and tenure are also included, along with a discussion of the difficulty of defining exactly what tenure is. A short list of relevant articles is included. (MDM)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Action Research; Classroom Research; Disabilities; Disadvantaged; *Educational Research; Faculty Advisers; Faculty Development; Foreign Student Advisers; Higher Education; Participative Decision Making; Research and Development; *Research Methodology; Research Needs; Skill Analysis; *Skill Development; Student Adjustment; Student Empowerment; Theory Practice Relationship; Tutoring

Focusing on small-scale insider research, this book covers contemporary issues, research methods, and existing practice and values for the researcher concerned with student learning in higher education. Stressed throughout the book is the use of research to identify the ways that barriers to learning may be increased or minimized, and the extent to which a student is recognized as a valid stakeholder in institutional processes. Areas suggested for research attention include: (1) the aims and ethics of higher education; (2) student representation and participation, equality of opportunity and varieties of discrimination; (3) problems that students may face, and the differences between counseling (therapeutic) and tutoring (educational); (4) developing teaching practice, which includes curricula, theories of knowledge, and pedagogical principles; and (5) micro-politics and empowerment. A final chapter considers the elements of getting research results published. The research tasks mentioned in sidebar boxes in each chapter are listed separately. (Individual chapters contain extensive references.) (DB)

ED 410 800   HE 030 372

Wagner, Kenneth; Magistrale, Tony
Writing Across Culture. An Introduction to Study Abroad and the Writing Process.
PUB DATE- 95
NOTE- 154p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adjustment (to Environment); Cross Cultural Studies; Cultural Differences; *Culture Conflict; Higher Education; International Educational Exchange; *Journal Writing; Recordkeeping; *Self Concept; Self Evaluation (Individuals); Student Development; Student Experience; *Study Abroad; Writing Across the Curriculum; *Writing (Composition)

This book is intended to teach students who study abroad how to record and study their cross-cultural observations, so that culture shock may move beyond the initial orientation program to become an integrated part of the study abroad curriculum. Its thesis is that writing is a tool for learning and self-discovery, that writing about everyday cultural experiences will help in acquiring the skills to navigate in a new country. Among the topics discussed are cultural shock and the intercultural experience, writing as a mode to learning culture, the analytical notebook as an antidote to culture shock and as a tool for research, and cultural change and personal discovery. The central chapter clarifies the meaning and usage of 'analytical notebook', differentiating it from, on

IDENTIFIERS- *British; United Kingdom

This book analyzes the transformation of British higher education from a closed, elite university system into an open, mass post-secondary education system. It sees the changes in British higher education as stemming from: (1) the rapid expansion in the number of students that created pressures for a shift to a mass, open post-secondary education system; (2) the resulting erosion of the distinctive qualities of British higher education, with less rigid institutional boundaries and hierarchies; and (3) post-industrial social, political, and economic changes. Separate chapters of the book trace the evolution of British higher education, the development of a national system, and the changes in institutional systems and structures; explore the political, social, and economic contexts that created the mass higher education systems; and examine the effects of intellectual and scientific culture the interdependence of the university, science, and culture, the university's changing role in scientific training and technology innovation, and the shift from subject-based teaching to student-centered learning. While the book speaks generally to the British system, it notes that open mass education is a worldwide phenomenon and relates the British experiences to similar transformations in Europe, Australia, and the United States. (Individual chapters contain reference notes.) (CH)

ED 410 818   HE 030 392

Bird, John
Black Students and Higher Education: Rhetorices and Realities.
PUB DATE- 96
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; *Access to Education; *Black Achievement; Black Community; Black Students; *College Admission; *College Outcomes Assessment; Community Involvement; Dropout Rate; Education Work Relationship; Educational Discrimination; Foreign Countries; Higher Education; Nondiscriminatory Education; Outcomes of Education; Outreach Programs; Parent Participation; Racial Factors; Racial Identification; School Holding Power; Social Mobility; Socioeconomic Influences; *Student Attrition; Student Educational Objectives
IDENTIFIERS- *United Kingdom

This study of black students' access to higher education and their progression into employment is based on two research studies conducted in England between 1989 and 1992 at a group of schools and higher education institutions. The text is illustrated throughout by quotations from students, educational staff, and the two research studies. The first chapter titled, "The Rhetorics of Access and the Realities of Exclusion," defines some of the fundamental aspects of the problem. The next chapters deal with: (1) strategies for access, (2) issues of quality and equality, and (3) methods for monitoring diversity and progression. Each chapter presents, first, examples and strategies derived from the research; and then develops the conceptual and theoretical implications. Chapter 2 (written with W.C. Yee) discusses strategies for working with and establishing partnerships with schools; the next chapter discusses outreach and dissemination strategies for communities, parents, and students. Chapters 4 and 5 consider

Perspective" (David Adams); "Literacy on the Eve of CONFINTEA: Observations, Questions and Action Plans" (Jean-Paul Hautecoeur); "Learning Gender Justice: The Challenge for Adult Education in the 21st Century" (Carolyn Medel-Anonuevo); "Adult Education and the Changing World of Work. Focal Points of Change" (R. Barry Hobart); "Environmental NGOs (Nongovernmental Organizations) and Adult Education as 21st Century Partners in Civil Society--from the Local to the Global Level" (Rene Karottki); "The Environment: A Unifying Theme for Adult Education" (Walter Leal Filho); "From Words to Action: Environmental Adult Education" (Darlene E. Clover); "Environmental Adult Education: A Factor in Sustainable Development on the Eve of the 3rd Millennium" (Adoum N'Gaba-Waye); "Health Education and Health Promotion" (Health Education and Health Promotion Unit, Division of Health Promotion, Education and Communication, World Health Organization); "Population Education for Adults" (O.J. Sikes); "Adult Learning, Media, Culture and New Information and Communication Technologies" (Chris Cavanagh); "Adult Education and Aging. Trends and Critical Issues" (Paul Belanger, Rosa M. Falgas); "Moving across Borders, Cultures and Mindsets: Prospects for Migrant and Refugee Education in the 21st Century" (Carolyn Medel-Anonuevo); "Education in Prisons: Key Words for Freedom" (Marc De Maeyer); "Economics of Adult Education and Training" (Albert C. Tuijnman); "Economics of Non-Formal Education" (Manzoor Ahmed); "Enhancing International Cooperation and Solidarity" (Paul Fordham). Also included is "Adult Learning: Empowerment for Local and Global Change in the Twenty-First Century: A Discussion Guide." (MN)

ED 410 377   CE 074 378

Months of Debate. Six Preparatory Meetings for the International Conference on Adult Education (5th, Hamburg, Germany, July 14-18, 1997).
PUB DATE- 97
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adolescents; *Adult Education; Adult Literacy; Change Strategies; Citizenship Education; Community Development; Culture; *Developing Nations; Economic Development; Economically Disadvantaged; Education Work Relationship; Educational Cooperation; *Educational Needs; *Educational Objectives; *Educational Policy; Educational Practices; Equal Education; Foreign Countries; Individual Development; International Cooperation; International Educational Exchange; International Organizations; Lifelong Learning; Literacy Education; Meetings; Needs Assessment; Nonformal Education; Partnerships in Education; Popular Education; Position Papers; Poverty; *Regional Planning;
IDENTIFIERS- Africa; Arab States; Asia Pacific Region; Caribbean; Europe; Latin America; Nongovernmental Organizations

This document contains information about and papers from meetings of educational practitioners and policymakers in the Asia-Pacific region, Africa, Latin America and the Caribbean, Europe, and the Arab States and a collective consultation of nongovernmental organizations (NGOs) on literacy and education for all. Contents (arranged by region) are as follows: "1996 Jomtien Declaration on Adult Education and Lifelong Learning"; "The Bank Has a Re-Think"; "Maoris: A Longtime Educative Tradition" (Nora Rameka); interviews and reports from parts of Asia; "Intellectual Responsibility in Development";

concept of paradigm shift. "Side Effects" brings participants' attention to the many compromises and adjustments that accompany almost all paradigm shifts. (Instructions for these activities are included in this paper.(Contains 43 references.) (KC)

ED 410 394 CE 074 527

Ngok, Lee; Lam, Agnes
Professional and Continuing Education in Hong Kong. Issues and Perspectives.
PUB DATE- 94
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; *Adult Learning; Adult Students; Consortia; Educational Cooperation; *Educational Demand; Educational Finance; *Educational Supply; Educational Trends; Employer Attitudes; Financial Support; Foreign Countries; Government Role; Government School Relationship; Higher Education; International Cooperation; *Labor Force Development; Labor Needs; Marketing; Models; National Surveys; Needs Assessment; Pilot Projects; Postsecondary Education; *Professional Continuing Education; Questionnaires; Records (Forms); Staff Development; Student Attitudes; Student Characteristics; Tables (Data); Teacher Attitudes; Trainers; Trend Analysis
IDENTIFIERS- China; Educational Marketing; *Hong Kong

This book, which is based on several first-hand studies, provides an overview of professional and continuing education in Hong Kong and examines selected issues in the field. The following chapters are included: "Preface" (Lee Ngok, Agnes Lam); "Introduction" (Lee Ngok, Agnes Lam); "The Role of Government in Human Resource Development" (Lee Ngok, Agnes Lam); "Tertiary Education Expansion in Hong Kong: Human Resource Considerations" (Lee Ngok, Agnes Lam); "Hong Kong as an Educational Market" (Lee Ngok, Agnes Lam); "The Hong Kong Adult Learner: A Profile" (F.T. Chan, J. Holford); "Staff Development in Commerce and Industry" (Lee Ngok, Agnes Lam); "Access and Educational Consortia: Models and Issues" (J. Holford, J. Ng); and "Conclusion" (Lee Ngok, Agnes Lam). The book contains 106 references and 89 tables/figures. Appended are the following: questionnaire used in the study on preferential allocation of government training funds; reasons for preferential allocation of government training funds; questionnaire for a 1993 pilot study on workers in Hong Kong imported from the People's Republic of China; lists of local institutions and overseas advertising in Hong Kong in 1993; linkages between local and overseas institutions; sample agreement for academic collaboration; questionnaire used in a survey of adult learners; interview form and information about a 1991 company survey; and questionnaire used in a 1992 survey of trainers in commerce. (MN)

ED 410 395 CE 074 528

Richardson, Judith
Department of Community/Adult and Continuing Education, Program Evaluation. No. 96-378.
PUB DATE- 96
NOTE- 58p.
LANGUAGE- English

use in more than one class period: Logic Devices and Circuits and Introduction to Microprocessors. Each unit in the teacher edition includes some or all of the following: suggested activities, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, and transparency masters. In addition, the teacher edition includes a section on use of the publication, a competency profile, instructional and task analyses, academic and workplace skill classifications and definitions, a related academic and workplace skills list, and a correlation to the Electronics Industries Foundation skills list. Each of the instructional units in the student edition includes some or all of the following components of a unit of instruction: objective sheet, information sheet, assignment sheets, and job sheets. (KC)

ED 410 412 CE 074 574

Joerschke, John D.
Exploring Technology Education: Introduction to Technology Education.
PUB DATE- 97
NOTE- 417p.; For related documents, see CE 074 575-576.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; *Career Exploration; Career Guidance; Critical Thinking; Laboratory Procedures; Laboratory Safety; *Learning Activities; Lesson Plans; Mathematical Applications; Postsecondary Education; Secondary Education; Teaching Guides; Teaching Methods; Technological Advancement; *Technology Education; Thinking Skills; Units of Study; Vocational Education

These instructional materials include a teacher's guide designed to assist instructors in organizing and presenting an introductory course in technology education and a student guide. The materials are based on the curriculum-alignment concept of first stating the objectives, developing instructional strategies for teaching those objectives, and then evaluating based on the objectives. The course contains six units, each designed for use in more than one class period: What Is Technology Education?; Basic Laboratory Safety; Measuring and Related Math; Thinking Skills; Career-Exploration Process; and Evaluating the Consequences of Using Technology. Each unit in the teacher edition includes some or all of the following: suggested activities, learning activities sheet, optional information sheets, optional assignment sheets, answers to assignment sheets, optional lab activity sheets, teacher supplements, written test, answers to written test, and unit evaluation form. In addition, the teacher edition includes a section on use of the publication, a competency profile, instructional and task analyses, academic and workplace skill classifications and definitions, and a related academic and workplace skills list. Each of the six instructional units in the student edition includes some or all of the following components of a unit of instruction: objective sheet, information sheet, assignment sheets, lab activity sheets, and student supplements. (KC)

ED 410 413 CE 074 575

necessary for effective administration within the context of elementary and secondary education institutions; 35 were majors in the Higher Education Administration Program, an experience designed for those who work in higher education institutions, adult education agencies, and community colleges. Respondents were asked to rate their level of agreement with 10 items constituting adult learning characteristics. Only 2 of the 10 characteristics of adult learning were significantly different according to academic discipline Therefore, student mindsets might be more similar than faculty, administrators, or students initially perceived. A surprising result was the difference between the educational leadership and higher education students regarding their views on active learning. The educational leadership students who perceived a greater need for active learning were K-12 teachers preparing for principalships in public schools. Another difference was the indication that educational leadership students showed a greater need for immediacy. (Contains 16 references.) (YLB)

ED 410 429   CE 074 605

Johnson, Elaine P.
Critical Linkages. Factors That May Influence Companies' Readiness To Implement Workplace Training.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Attitude Measures; *Early Intervention; *Education Work Relationship; *Educational Attitudes; *Employer Attitudes; Employment Practices; Influences; *Literacy Education; National Surveys; Organizational Change; Organizational Climate; School Business Relationship; Technological Advancement; *Workplace Literacy
IDENTIFIERS- Employer Surveys

Factors affecting companies' readiness to implement workplace training were identified through a survey completed by 50 selected partner companies of the 44 National Workplace Literacy grantees during 1995-1996. Selection of the business partners to whom the survey was administered was left to the grantees' discretion. A 25-item questionnaire called the Critical Linkages survey was used to collect information regarding the following: companies' products and services; the time from businesses' first contact with the workplace literacy organization to the beginning of their first literacy training; and factors associated with the early implementation of workplace literacy programs. Of the companies surveyed, 67% began initial workplace literacy training within 10 months of their initial contact with a workplace literacy organization. The following factors were associated with earlier implementation of workplace literacy training: large company; increasing work force (in the case of product manufacturers but not service deliverers); recent increase or decrease in profits or level of service; restructuring and new technology; previous experience with workplace education programs; and company that values flexibility and worker autonomy. (Appended are the survey instrument, survey-related correspondence, a frequency distribution, and a data analysis.) (MN)

ED 410 430   CE 074 606

Harri-Augstein, Sheila; Webb, Ian M.

Sources of Guidance on Learning and Work" (Ruth Hawthorn); "The Career Counselling Interview" (Jennifer M. Kidd); "Careers Education in a Curriculum" (Bill Law); "Experience-Based Learning about Work" (A.G. Watts); "Recording Achievement and Action Planning" (Bill Law); "Computers in Guidance" (A.G. Watts); "Staff Development" (Bill Law); "Developing Careers Programmes in Organisations" (Bill Law); "Evaluation" (John Killeen); "Socio-political Ideologies in Guidance" (A.G. Watts); "International Perspectives" (A.G. Watts); and "Careers Guidance and Public Policy" (A.G. Watts). (Contains 67 tables/figures.) (MN)

ED 410 447 CE 074 632

Sears, Susan Jones; Gordon, Virginia
Building Your Career. A Guide to Your Future.
PUB DATE- 95
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Awareness; *Career Choice; Career Counseling; *Career Education; Career Guidance; *Career Planning; *Decision Making; Employment Interviews; Higher Education; Individual Characteristics; Job Application; Job Search Methods; Models; Occupational Information; Resumes (Personal); Secondary Education; *Student Educational Objectives; *Vocational Interests

This guide equips students with the knowledge, skills, attitudes, and behaviors needed to make effective educational and career decisions. Chapter 1 examines attitudes toward work and outlines the career choice process. A career- and life-planning checklist helps students set goals. Chapter 2 explores personal characteristics through self-assessment activities. Chapter 3 helps students identify, explore, and evaluate career options through exercises that narrow options to fields of interest and introduce information interviewing. Chapter 4 examines educational options and types of college curricula. A chart relates over 100 majors to interests and abilities. Chapter 5 discusses a model decision-making process as students examine their decision-making style and how it has affected their lives. Chapters 6-7 outline trends in the world of work and project how these might affect students' decisions. An examination of the psychological edge often identified with effective workers demonstrates how to acquire the knowledge and behavior associated with effectiveness. Chapters 8-9 encourage students to take specific action steps each academic year in preparation for the job search. Activities explore approaches to writing effective resumes and cover letters and the job interview. Chapter 10 offers three methods to summarize learning and accomplishments students have acquired during their career decision-making process. Appendixes contain Occupational Outlook Handbook table of contents, 31 references, and an index. (YLB)

ED 410 448 CE 074 639

Diagnostic Care: Grade 9. Technology Learning Activity. Teacher Edition. Level 2. Technology Education Series.
PUB DATE- 97
NOTE- 197p.; For related documents, see ED 383 934-935, ED 380 587-605, ED 391 073, and CE 074 640.
LANGUAGE- English

secondary students in Alberta (Canada) in meeting the following objectives: develop skills that can be applied in their daily lives, refine career planning skills, develop technology-related skills in fashion production and merchandising, enhance employability skills, and apply and reinforce learning from other subject areas. The curriculum is organized is strands and modules. This guide for the fashion studies strand contains 29 modules that define what a student is expected to know and be able to do. The guide is organized into the following sections: (1) program rationale and philosophy, learner expectations, program organization, curriculum and assessment standards, and types of competencies in career and technology studies; (2) strand rationale, philosophy, and organization; (3) planning for instruction for career and technology and fashion courses; (4) curriculum and assessment standards for introductory fashion competencies; (5) curriculum and assessment standards for intermediate fashion competencies; (6) curriculum and assessment standards for advanced fashion competencies; (7) assessment tools; (8) linkages and transitions; (9) learning resource guide; and (10) sample student learning guide. (KC)

ED 410 466 CE 074 662

Foods: Guide to Standards and Implementation. Career & Technology Studies.
PUB DATE- 97
NOTE- 475p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; *Competency Based Education; *Cooking Instruction; Curriculum Guides; *Food Service; *Foods Instruction; Foreign Countries; Learning Modules; Secondary Education; Standards; Teaching Methods
IDENTIFIERS- Alberta

With this curriculum guide, teachers can assist secondary students in Alberta (Canada) in meeting the following objectives: develop skills that can be applied in their daily lives, refine career planning skills, develop technology-related skills in food preparation and service, enhance employability skills, and apply and reinforce learning from other subject areas. The curriculum is organized is strands and modules. This guide for the food service strand contains 37 modules that define what a student is expected to know and be able to do. The guide is organized into the following sections: (1) program rationale and philosophy, learner expectations, program organization, curriculum and assessment standards, and types of competencies in career and technology studies; (2) strand rationale, philosophy, and organization; (3) planning for instruction for career and technology and foods courses; (4) curriculum and assessment standards for introductory foods competencies; (5) curriculum and assessment standards for intermediate foods competencies; (6) curriculum and assessment standards for advanced foods competencies; (7) assessment tools; (8) linkages and transitions; (9) learning resource guide; and (10) sample student learning guide. (KC)

ED 410 467 CE 074 664

McLaughlin, Meghan; Trounstine, Jean; Waxler, Robert P.
Success Stories: Life Skills through Literature.
PUB DATE- 97
NOTE- 71p.

Development
IDENTIFIERS- Empirical Analysis

Despite many service-learning programs that are now in practice, the empirical assessment of their effectiveness is sparse, due in part, to the difficulty in identifying a common indicator to measure effectiveness. In order to bolster the empirical assessment of these programs, evaluation of one such service-learning program is presented here. Empirical data, collected from 187 elementary and secondary school students, were analyzed. The elementary school students were split into treatment and control groups based on their involvement in a greenhouse construction project. At the high school level, two experimental groups were each characterized by special tutoring and student service to a historical society. Control groups were used and a self-esteem inventory was adopted to assess the effect of each service-learning project. The results indicate no significant gender differences among the three groups although the special tutoring program was more effective than the greenhouse construction and the historical project in improving student self-esteem and academic performance. The differences in self-esteem enhancement also hinged on student age and community support. Apparently, the longer the service-learning and the older the students, the better the results. (RJM)

ED 410 486 CG 027 944

Kimweli, David M. S.; Anderman, Eric M.
Adolescents' Fears and School Violence.
SPONS. AGENCY- Department of Education, Washington, DC.; American Educational Research Association, Washington, DC.
PUB DATE- 97
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Delinquency; Literature Reviews; Predictor Variables; Research Reports; *School Security; Secondary Education; Secondary School Students; *Social Influences; *Student Attitudes; *Student Behavior; *Substance Abuse; *Violence
IDENTIFIERS- *Social Learning Theory

Researchers have used numerous research strategies in an effort to understand and potentially curb violence and drug use. One such approach, which considers school violence from a social learning perspective and examines it as a result of the interaction between environmental events and personal/psychological factors, is presented in this research review. Variables which may predict violence in schools are isolated and violence was operationalized in terms of being attacked at school and avoiding certain places in school. Substance abuse was operationalized in terms of students' perceptions of substance abuse in school. Analysis of research literature indicates that older students reported higher levels of substance abuse, but lower incidents of violence than did younger students. Income, gender, and ethnicity were not strong predictors of any of the outcomes. The perceived presence of weapons in school was related to avoiding certain "dangerous" places in school and the perceived presence of weapons is not a strong predictor of actually being attacked or of perceived when confronted with challenges. It examines a range of social problems that affect young people (ages 14 to 19) as they make the transition from the relatively secure environments of home and school to the world of work and adulthood. The topics covered include consumer issues, cults, delinquency, drugs, gangs, sexual exploitation, street violence, homelessness, and problems at work. Each chapter contains information about the problem topic, analyzes causes and consequences, and provides a wide range of related activities. Case studies and role-play exercises illustrate key points and stimulate the active involvement of young people in the learning process. The activities are intended to promote awareness among young people of problems that particularly affect their age group, and to encourage them to develop positive attitudes and solutions to these problems. The exercises can be used for individuals, for small groups, or for whole-group work. (RJM)

ED 410 506 CG 027 993

Idaho Comprehensive Guidance and Counseling Program Model.
PUB DATE- 95
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comprehensive Programs; Elementary Secondary Education; Guidance Objectives; *Guidance Programs; Program Descriptions; Program Implementation; Pupil Personnel Services; *School Counseling; *School Guidance
IDENTIFIERS- *Comprehensive Guidance; *Idaho

The guidance and counseling profession is evolving from a collection of crisis-oriented services to a comprehensive program with a curriculum emphasis on student outcomes linked to social/personal, educational, and career success. Ways in which school counselors and administrators can move from an ancillary service mode into a comprehensive guidance and counseling program (CGCP) are described in this booklet. It covers a series of procedures which will lead school guidance and counseling programs to establish, implement, and achieve goals based on the attainment of improved student competence. It begins with a conceptual framework and moves through the development, implementation, evaluation, and refinement steps needed for an effective program. Chapter 1 presents the basic tenets upon which the CGCP model is built. The next chapter outlines the CGCP model, describing the program components, student outcomes, and delivery methods. Chapter 3 discusses necessary structural resources, such as time, space, staff expertise, equipment, and resource materials. An implementation process is presented in chapter 4, in which suggestions for making the transition from a school's current program to a CGCP are presented. Finally, evaluation, review, and refinement requirements are discussed in the last chapter, which details different approaches for measuring program effectiveness. (RJM)

ED 410 507 CG 027 994

Liu, Hsin-tine Tina; McCarthy, Christopher J.
The Relationship of Attachment and Gender to Cognitive Appraisal of Family Conflicts.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Jacobs, Mary Ann
Reading Remediation through the Use of Brain Compatible Instruction.
PUB DATE- 90
NOTE- 105p.; M.S. Thesis, Manhattan College. Paper presented at the Annual National Catholic Educational Association Convention and Exposition (Minneapolis, MN, April 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Case Studies; Cooperative Learning; Feedback; Grade 2; Individual Instruction; Learning Strategies; Primary Education; *Reading Difficulties; *Reading Improvement; Reading Programs; Reading Research; *Remedial Reading
IDENTIFIERS- *Ginn Reading Program

A study determined whether a pattern of continuing failure in reading for three remedial second graders could be changed and the students brought to grade level as measured by the Ginn Reading Program, when taught with brain compatible techniques (including active learning, cooperative learning, feedback, individual instruction, and risk taking). Results indicated that the use of brain compatible techniques in conjunction with the Ginn Reading Program was effective for the three students. Findings suggest that the use of brain compatible techniques strengthened the dispositions of interest, effort, and mastery toward reading for the three students. (Contains 48 references and 13 figures of data.) (Author/RS)

ED 410 526 CS 012 886

Rasmussen, Ole Elstrup
Co-ordinating Co-operation in Complex Information Flows: A Theoretical Analysis and Empirical Description of Competence-determined Leadership. No. 61.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Psychology; Competence; Foreign Countries; Higher Education; *Information Transfer; *Leadership; Models
IDENTIFIERS- Cognitive Research; *Scanator; Sense Making Approach; Theoretical Orientation

"Scanator" (a modern, ecological psychophysics encompassing a cohesive set of theories and methods for the study of mental functions) provides the basis for a study of "competence," the capacity for making sense in complex situations. The paper develops a functional model that forms a theoretical expression of the phenomenon of leadership. The essential reasoning underlying this work is that organizing principles, and coordinating cooperation in particular, which are known at the biological level, can be transferred to the psychological level to make the phenomenon of leadership intelligible. The mental expression of competence, the holophor, can by means of Scanator, be described topologically as a cohesive set of stable attractors which encompass information in the form of ideas. It is the coordination of the holophors created through competence which forms the basis for understanding the concept of leadership. The coordination process (coordinating cooperation) is analyzed as an innovative searching process, which aims at establishing a stable state: the superholophor. A

IDENTIFIERS- Connecticut; *Interactive Reading

A study examined commercially available computer software to ascertain its degree of congruency with current methods of reading instruction (the Interactive model) at the first and second grade levels. A survey was conducted of public school educators in Connecticut and experts in the field to determine their level of satisfaction with available software and to establish characteristics that educators value in the software they use to supplement their reading instruction. Identified characteristics were used in the formulation of an evaluation device. A total of 27 commercially available software titles underwent review. Laboratory reviews were conducted by individuals with ranging experience in education, including undergraduate students at the university, the researcher, and graduate students in reading at the university, who were also classroom teachers. Analyses after each review phase aided in determining the potential level of congruency each title had with the Interactive model, and thus its potential effectiveness. Laboratory reviews revealed 10 titles that appeared to be congruent; those titles were then field tested with first and second graders, which revealed additional strengths and weaknesses in each software package. Results indicated that the 10 finalists, considered to be the most educationally sound of what is available, have at best a fair (as opposed to good or excellent) amount of congruency with how reading is being taught. (Contains 52 references, a list of the software reviewed, and 7 tables and 8 figures of data. Appendixes contain cover letters, survey instruments, evaluation devices, criteria used for analyses, student evaluation of software, and the revised evaluation device.) (Author/RS)

ED 410 545 CS 012 907

Chronos, Julie; Long, Patti; Wagner, Laura; Sorensen, June
Improving the Reading Ability of Students Who Are Young for Their Grade.
PUB DATE- 97
NOTE- 91p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Action Research; *Age Grade Placement; *Cross Age Teaching; Dialog Journals; Grade 3; Kindergarten; Primary Education; *Reading Improvement; Reading Interests; Reading Research
IDENTIFIERS- Illinois (Chicago Suburbs); Shared Reading; Stanford Diagnostic Reading Test

An action research project focused on how a child's academic achievement is affected by his or her chronological age. The population consisted of kindergarten and third-grade students in a growing middle class community within a southwest suburb of Chicago, Illinois. Evidence for the existence of this problem was gathered from teacher surveys, standardized tests, district placement cards, reading tests, and teacher observations. Research indicated that younger children in a classroom had lower reading achievement. Literature suggested that children who are young for their grade demonstrate some academic and social difficulties. Some areas of concern were lower scores on standardized tests, lower self-esteem, and a lack of appropriate social behaviors. A review of solution strategies suggested by knowledgeable others resulted in the critical reflections. Journals have long been recognized as useful for teacher development, but this project differed significantly from projects reported in other studies in the following ways: the project was self-initiated; all journal entries were shared; the mentor did not read the journals; journals were exchanged through e-mail; and journals were analyzed collectively. Although the most important motivational force was the desire to grow as teachers of ESL writing, other intrinsic motivations were the sharing of ideas and resources; telling stories; and developing research ideas. Extrinsic motivations were peer pressure; conference presentations; and possible publication opportunities. (Contains 3 figures and 13 references.) (NKA)

ED 410 565 CS 215 884

Blackwell, Susan
The Dilemma of Standards-Driven Reform.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Educational Change; Elementary Secondary Education; *Evaluation Criteria; *National Standards; *Public Education; *Teacher Competencies; Teacher Education; Teacher Role
IDENTIFIERS- *Educational Issues; Moral Orientation

Today's climate of anxious expectation and critical blame for failing schools have led to numerous calls for change. Nearly every educational organization has developed its own set of standards for teaching and learning. The Interstate New Teachers Assessment and Support Consortium (INTASC) standards are a prime example of expectations being established for certification and licensure of new teachers. Two issues relative to using these standards (or those of the National Council of Teachers of English) are that the development and use of high standards alone cannot address the neglect of teacher preparation, and generic principles or standards are empty unless disciplined by moral purpose and sensitivity. Teaching as an occupation cannot claim professional status and recognition solely on the basis of scientific knowledge. Standards devoid of moral purpose will not attract teachers to the profession, make sure they are well-trained for the challenges they will face in the classroom, or induce them to stay in the profession. INTASC has informed the work in Indiana to the degree that various task forces are now preparing a new licensing system that is performance based. Because INTASC's focus is assessment practices and accountability, universities are being required to redesign their preparation programs according to these standards to endure teaching competence. But what can be expected of teachers? The improvement of schooling cannot occur without stronger teachers, and although standards help codify what is expected, they cannot do the work for the public. (Statistics about teaching/teachers are included.) (NKA)

ED 410 566 CS 215 886

Moore, Helen H.
A Poem a Day: 180 Thematic Poems and Activities That Teach and

Higher Education; Internet; *Teacher Student Relationship; *Telecourses; Writing Instruction
IDENTIFIERS- *Educational Issues; *Technology Role

Teaching via technology, whether using computers, the Internet, television, or video networks, is a growing field that is a Pandora's box of benefits and dangers. A one-way, non-interactive English telecourse combines televised lessons with textbooks and study guides but does not allow students to interrupt in real-time to interact with the teachers, relegating them to the more passive role of observing and responding to the transmitted information. The notion that higher education serves as a gatekeeper for businesses and professions, supervising access to jobs and graduate schools, calls into question the uses of telecourses that teach standard written English functioning as an ideological apparatus of the state, creating in its students consumers of state-authorized information. Among other concerns are: (1) the telecourse often does not provide students with the tools to adequately synthesize the information from the course in writing, nor the consistent group learning that sparks critical thinking; and (2) the telecourse creates a dangerous educational paradigm in which an honored television voice disseminates unchallenged information and graders are left judging the performance of solitary students they have never met. Given that distance education is only going to grow more popular and more complex, these issues and others like them must be addressed. (Contains 10 references.) (CR)

ED 410 585   CS 215 953

Shaw, Ann H.
Improving Literacy for First Graders through Writing for Authentic Purposes and Self-Assessment.
PUB DATE- 97
NOTE- 58p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Writing; Class Activities; *Emergent Literacy; Grade 1; Instructional Improvement; Primary Education; *Self Evaluation (Individuals); Student Development; Student Evaluation; Writing Achievement; *Writing Assignments; Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Process Approach (Writing); *Purpose (Composition)

A practicum was designed to increase the literacy levels of first graders through writing daily for authentic purposes and self-assessing their work. A writing program was designed which allowed for daily authentic writing, and students were taught how to self-assess their written work. Subjects were 60 students in 3 Grade 1 classrooms in a city elementary school serving more than 400 students total. Each first-grade classroom devoted 45 minutes daily to writing for authentic purposes. Results indicated through analysis of the data that when teachers allowed time for daily authentic writing, students were active participants in their own writing process. Data also indicated that when teachers write long range plans for teaching writing, writing tends to become a daily classroom activity. Findings suggest that when teachers increase their knowledge of process writing and how to teach writing to children, students and teachers tend to engage in daily authentic writing. Further, students could be taught to self-assess their own writing after repeated modeling from the teacher. (Contains 1 table of data and 41 references; appended

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Discussion Groups; Internet; *Language Usage; *Sex Bias; Sex Role; Sex Stereotypes
IDENTIFIERS- Flaming (Computer Mediated Communication); *Gender Issues; *Online User Groups

Computer-mediated communication (CMC) is a pervasive means of communicating in work place, education, and home settings. Males currently occupy approximately 69% of all jobs in the computer industry and only 10% of upper-level positions are occupied by females. Stereotypical perceptions and gendered occupations contribute to the lack of females in computer-related fields. Because CMC is a faceless medium, many hoped that it would neutralize impressions of gender identity and provide women with an equal playing field. On-line discussion groups offer participants the opportunity to disguise their gender by using pseudonyms; however, because of gendered language and non-verbal styles, an individual's gender is often challenged if the language used contradicts the assumed norm. "Flaming" and adversarial language often discourage female participation as well. Gender differences do exist in CMC, and males tend to assume the same roles they do when communicating face-to-face. Researchers believe male monopolization of CMC has, indeed, limited female involvement. (Contains 19 references.) (Author/CR)

ED 410 605 CS 509 563

Arnsparger, Arleen; Ledell, Marjorie
Do-It-Yourself Focus Groups: A Low-Cost Way To Listen to Your Community.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; *Decision Making; Educational Facilities Improvement; Elementary Secondary Education; *Family School Relationship; *Focus Groups; Qualitative Research; *School Community Relationship; Use Studies
IDENTIFIERS- *Facilitated Communication; Facilitators

Helping school, district, and/or community leaders facilitate discussions with community members about improving schools, this guide discusses how to use informal focus groups to gather information about what is important to people in the school community. The guide helps users gather information in a systematic way, organize what they hear, report the information back to the community, and use it to guide school changes. After an introduction, sections of the guide are: Sponsoring Do-It-Yourself Focus Groups; How to Select a Facilitator; Logistics for Hosting Do-It-Yourself Focus Groups; How to Recruit Participants; Sample Conversation Guide; How to Analyze Results of Do-It-Yourself Focus Groups; and How to Report Back to the Community and Turn Your Findings into Action. Samples of summary information, a recruitment letter, an rsvp card, and a phone message are attached. (RS)

ED 410 606 CS 509 564

IDENTIFIERS- *Campus Radio Stations

A national study was conducted concerning factors which influence the funding of college and university noncommercial radio stations as perceived by station directors. A pilot-tested mailed collection questionnaire was sent to a random sample (415) of the 1192 stations designated as noncommercial. A follow-up mailing and phone calls to nonrespondents were made during the survey period. Findings indicated that station management positions, station types, station power, and perceptions of station purposes as perceived by station directors (n=298) were significant predictors of the selected factors which influence the funding of college and university noncommercial radio stations. Statistically significant differences were found between the variables and selected factors which influence the funding of such stations. Findings reinforced the contention that college radio serves as a training ground for students who plan to enter professional broadcasting and that this factor influences funding. The factor of the station's being an alternative to commercial radio is not a crucial element in influencing the funding--the concept of college radio as an alternative to commercial radio is fairly widespread. Further research should be directed toward the impressions of college and university administrators within this same subject area and student service fee allocation and budget decisions which affect funding. (Contains a figure and 20 references.) (NKA)

ED 410 625 CS 509 596

Sauls, Samuel J.

Factors Which Influence the Funding of College and University Noncommercial Radio Stations: Purposes as Predictors.

PUB DATE- 95

NOTE- 33p.; Paper presented at the Annual Convention of the Broadcast Education Association (40th, Las Vegas, NV, April 7-10, 1995). For the original study, see CS 509 595.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Measures; Audience Awareness; *Financial Support; Higher Education; Media Research; National Surveys; Questionnaires; *Radio; *School Funds

IDENTIFIERS- *Campus Radio Stations

Part of the limitation of educational radio stations rests in the lack of adequate funding, although college and university noncommercial radio stations annually seek funding on campuses throughout the United States. Extending the results of a national survey concerning factors which influence the funding of college and university radio stations as perceived by station directors, the study's implications for the purposes of radio stations were examined. Does a correlation exist between radio station directors' perceptions of radio station purposes and their perceptions of the college/university's purpose for the radio station? Findings highlight the correlation between purposes of radio stations with alike station directors' perceptions of the college/university's purpose for their station. Although station directors' perceptions differed, the following nine factors were significant--the station: (1) is an integral part of an academic program; (2) serves as a public relations tool for the school; (3) serves the community; (4) is an alternative to commercial radio; (5) is a student training facility; (6) is an NPR affiliate; (7) is a student service; (8) is viewed by the school as an important entity; and (9)

1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charter Schools; Educational Innovation; Elementary Secondary Education; Family School Relationship; Nontraditional Education; *Parent Participation; *Parent Role; *Parent School Relationship; Public Schools; *School Policy

Charter schools have developed in response to a demand for innovation in public education. Charter schools often begin with much parent and community involvement; yet, the role of parents is often unclear. This paper presents findings of a study that examined parent participation in one urban and one suburban charter school in the northeastern United States. Data were gathered from interviews with 10 parents (6 urban and 4 suburban), a questionnaire of 18 parents (8 urban and 10 suburban), and journals kept by 2 urban parents. Parents cited curriculum, technology, and character education as the reasons for sending their children to charter schools. However, the role of parent involvement remained unclear for some parents. The confusion and the resulting low parent involvement might be attributed to the vagueness of the term "open-door" policy or to parents' time constraints. Eight questions for future research regarding parent involvement are presented. (LMI)

ED 410 644 EA 028 536

Evans, Thomas J.
Evaluation Report of a Detention-Based Student Disciplinary Program in a Honduran/International Primary School.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Probation; *Behavior Problems; *Discipline; *Discipline Policy; *Discipline Problems; Elementary Education; Foreign Countries; *Program Effectiveness; Sanctions; Suspension
IDENTIFIERS- *Honduras

The Escuela Internacional Sampedrana (EIS) in Honduras implemented a new discipline program in its Primary School during the 1996-97 school year. This paper contains findings from three evaluations of the program--an initial analysis, a midyear report, and a year-end report. The first report analyzed the number of suspensions and detentions, as well as the number of total accumulated violations. The midyear and end-year reports looked at the total number of minor infractions cited by teachers since the beginning of the school year grouped by grade levels and cumulatively, the average number of detention letters typically given to students of each grade level, and the cumulative total of such suspensions across each grade level separately and combined. The studies found that minor infractions did not accumulate at an alarming rate; nor was there evidence of widespread discipline problems. Few students were repeat offenders. The following recommendations were made: (1) Make the minor-infraction discipline codes more specific; (2) offer some type of new teacher training or induction program; and (3) create a discipline committee to address unresolved issues. Appendices contain the rationale for the Primary School discipline program and policy statements that define the consequences for minor, serious, and very serious infractions. Ten tables were included. (LMI) competency by understanding and changing behaviors related to stereotyping and prejudice. The third part offers readings, cases, and activities to promote an understanding of organizational culture, organizational change, and continuous development. Twelve exhibits, 11 tables, and 17 figures are included. (Contains 212 references.) (LMI)

ED 410 663 EA 028 561

Schweiker-Marra, Karyn E.
The Principal's Role in Effecting a Change in School Culture.
PUB DATE- 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Collegiality; *Educational Change; *Educational Environment; Elementary Education; Leadership Styles; *Principals; *School Culture; School Effectiveness; Teacher Administrator Relationship

Although many studies have concentrated on the principal's role in changing school culture, few have noted which norms of school culture were manipulated by the principal. This paper presents findings of a study that identified the effect of the principal upon school culture in two elementary schools in a county of a rural mid-Atlantic state. Both schools were in the process of moving toward a whole-language curriculum. Data were collected through interviews with 11 individuals (the principals and teachers) at the start of the change process and 2 years later, a survey of both school faculties (n=30), and an analysis of teachers' lesson plans. The findings show that the cultural norms of collegiality and knowledge increased and affected the change process; these norms, in turn, appeared to be affected by the change process. Because nine of the cultural norms increased over time despite the principal's leadership style (one was a facilitator and one was a promoter), it appeared that the principal's role had a minor effect on cultural norms. The teachers at the school headed by the promoter believed that their principal effectively increased several cultural norms. The teachers at the school headed by the facilitative principal claimed that although he did not directly affect cultural norms, he allowed an increase to occur through faculty involvement. Three tables and a copy of the survey are included. (Contains 17 references.) (LMI)

ED 410 664 EA 028 562

Medaris, Michael L.; Campbell, Ellen; James, Bernard
Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs. Program Report.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agency Cooperation; *Compliance (Legal); Confidential Records; *Disclosure; Elementary Secondary Education; *Federal Legislation; Federal Regulation; Government

The "De-Meaning" of Schools: Seeking a Safe and Caring Environment.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict Resolution; Discipline; *Discipline Policy; *Educational Environment; Foreign Countries; Interpersonal Competence; Junior High Schools; School Safety; Social Development; *Student Attitudes; Student Behavior; Teacher Expectations of Students; *Violence
IDENTIFIERS- *Alberta

This paper introduces a project that sought to examines students' perceptions of the meaning of school violence, its impact on their schooling experience, and the effectiveness of current strategies for dealing with violent behaviors. Interviews were conducted with 60 students in grades 7-9 (in groups of 12) drawn from 5 K-9 schools in central Alberta, Canada. The study found that: (1) Students considered the threat of physical violence to be more prevalent than actual physical violence; (2) more students were victims of verbal harassment than physical conflict; (3) students considered responses to violence to be inconsistent, unfair, and ineffective; (4) students perceived the junior high environment as being less caring than their elementary school experience; (5) teachers' expectations of students were difficult to change and were perceived by students as influencing punishment and assumption of guilt; and (6) students felt that too much emphasis was placed on punitive responses to violence, rather than being offered viable alternatives to resolving conflict. In conclusion, maintaining school safety requires a comprehensive strategy that regards discipline as an opportunity to teach students social skills, rather than as a way to punish social illiteracy. Policies are needed that focus on preventing serious disruptive behaviors, as well as the rehabilitation of all students who are affected by such behaviors--victims, witnesses, and perpetrators. Students also need to be given opportunities to participate in decisions that affect them. (Contains 14 references.) (LMI)

ED 410 685 EA 028 586

Friedman, Isaac A.
High and Low-Burnout Principals: What Makes the Difference?
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Burnout; Coping; Discriminant Analysis; Elementary Secondary Education; Factor Analysis; Foreign Countries; Multiple Regression Analysis; Personnel Management; Prediction; *Principals; *Self Efficacy; Stress Management; *Stress Variables
IDENTIFIERS- *Israel

Taxing situations that threaten the administrator's sense of self-

NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Agencies; *Disabilities; Integrated Services; Job Placement; National Surveys; Sheltered Workshops; Social Integration; *Supported Employment; *Trend Analysis; *Vocational Rehabilitation

This fact sheet summarizes data on integrated employment (supported and competitive) and facility-based employment activities (sheltered workshops) from two national surveys of community rehabilitation providers (CRPs). The 1986 survey used a random sample of 952 CRPs from all states, while the 1991 survey used a stratified sample of 643 CRPs from 20 states. Key findings included the following: (1) between 1986 and 1991 most providers incorporated supported employment into their array of service options; however, there was no change in the percent offering sheltered employment services; (2) there has been a substantial increase in the percent of people in supported employment services and a decrease in the percent of people in sheltered employment; and (3) despite strong growth in integrated employment, the number of people in sheltered employment also grew between 1986 and 1991. Results suggest that integrated options, especially supported employment, are being used as an "add-on" service with little effort to transition people away from sheltered employment. Findings support the need for system change efforts, adequate funding of services, and policy initiatives that create incentives for CRPs to shift resources from facility-based to integrated services. (DB)

ED 410 705 EC 305 755

Whitney-Thomas, Jean; Thomas, Dawna M.
Multiple Perspectives on Implementing the Rehabilitation Act Amendments of 1992.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; Compliance (Legal); *Counselor Attitudes; Counselor Client Relationship; Delivery Systems; *Disabilities; Eligibility; Employment; *Federal Legislation; Focus Groups; Job Placement; Models; Public Agencies; *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Act Amendments 1992

This study examined how the Rehabilitation Act Amendments of 1992 have been implemented in one state's vocational rehabilitation (VR) system. Eleven state and local office administrators and counselors participated in three focus groups that were organized so that members with similar positions and experiences in the VR system participated in the same discussion. State level administrators provided the most global perspective on the law's intentions and its desired impact, using the term "paradigm shift" to indicate the Amendments' proposal for broad-based change in disability policies and practices emphasizing employment. In contrast, local office administrators and supervisors focused more on the day-to-day management of the VR system and saw the Amendments primarily as

Inclusion and School Reform: Transforming America's Classrooms.
PUB DATE- 97
NOTE- 414p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Historical Materials (060)
DESCRIPTORS- Access to Education; Advocacy; *Court Litigation; *Disabilities; Educational Change; Educational History; *Educational Innovation; Educational Strategies; Elementary Secondary Education; *Expenditure per Student; *Inclusive Schools; Mainstreaming; Program Effectiveness; Regular and Special Education Relationship; *School Restructuring; Social Change; Student Rights
IDENTIFIERS- Attitudes toward Disabled; Individuals with Disabilities Education Act

This book examines the history of education of students with disabilities and the impact of educational reform. Section 1, "The Separate Special Education System," examines the current system; the limited outcomes for students; racial, social, and gender inequities; costs of special education; parental advocacy; the disability rights movement; and the Individuals with Disabilities Education Act. Section 2, "Inclusive Education," addresses the historical background of inclusive education; court decisions regarding inclusion; a national overview of inclusive education; program implementation; classroom supports and instructional strategies; organizational attitudes toward inclusive education; evaluation of inclusive education; and critics' concerns and advocates' responses regarding inclusive education. Section 3, "School Restructuring," discusses the need for school restructuring, the limits of current restructuring efforts in terms of their inclusion of student with disabilities, and describes restructuring efforts that include all students. Section 4, "The Reform of Education and the Remaking of American Society," relates emerging changes in U.S. society with those necessary for the inclusive education of all students. In the final section, different authors amplify key issues presented in the volume's earlier sections, including fiscal issues relating to inclusion, inclusion court cases, technology and inclusion, and including inclusion in school reform. (Each chapter contains references.) (CR)

ED 410 724 EC 305 781

Glang, Ann, Ed.; Singer, George H. S., Ed.; Todis, Bonnie, Ed.
Students with Acquired Brain Injury. The School's Response.
PUB DATE- 97
NOTE- 400p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Behavior Modification; Behavior Problems; Counseling Techniques; Education Work Relationship; *Educational Strategies; Elementary Secondary Education; Friendship; *Head Injuries; Inclusive Schools; Interpersonal Communication; *Neurological Impairments; Neuropsychology; *Parent School Relationship; Peer Relationship; *Student Evaluation; Teacher Collaboration; Transitional Programs

Designed for educators, this book focuses on educational issues relating to students with acquired brain injury (ABI), and describes approaches that have been effective in improving the school experiences of students with brain injury. Section 1 provides an introduction to issues related to ABI in children with mental retardation; (34) attitudes toward critical thinking among students enrolled in teacher education programs; (35) a transdisciplinary assessment model for children with ADHD; (36) special educator needs in working with students with emotional disturbances; (37) regular and special education teacher training; (38) enhancing resiliency in families of preschool children; (39) preschoolers' knowledge of mathematics; (40) teachers' perceptions of their influence in the psycho-emotional development of their students; (41) comparison of Canadian and Chinese teachers' perceptions and attitudes toward social integration; and (42) raising awareness of disabilities and promoting social integration of children with disabilities in elementary schools. (Papers include references.) (CR)

ED 410 740 EC 305 801

Johanson, Joyce
Technology in Education: A Case for Change.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); *Computer Assisted Instruction; Computer Software; Computer Software Evaluation; *Computer Software Selection; *Computer Uses in Education; *Disabilities; Early Childhood Education; Preschool Education; Program Effectiveness; Special Education; Teacher Attitudes
IDENTIFIERS- Western Illinois University

This paper discusses advances in technology and how teachers can use technology for teaching students with disabilities. The work of the Macomb Projects, a group of federally funded, early childhood special education projects at Western Illinois University that has been exploring the use of computer and adaptive technologies in the education of young children with disabilities, is described. Highlighted are: the benefits of assistive technology to children with physical disabilities (encourages autonomous behavior and the increases the probability of interaction with the environment); verbal and nonverbal children (computers encourage communication); and children with autism (computers encourage socialization) are highlighted. Components of implementing technology are also discussed, including the need for administrative support and staff development, technology integration, and software evaluation. Characteristics of good software for young children with special needs are identified, including materials that: (1) encourage exploration, use of imagination, and problem solving; (2) contain sound, music, and voice; and (3) are open ended, animated, and interactive. Other good software characteristics are: the menu and interface facilitate independent use; children can determine the order in which the activities are to be played; several levels of difficulty can be selected; novelty is built-in; the program is highly responsive; and animated routines and verbal instructions are interruptible. (Contains 17 references.) (CR)

ED 410 741 EC 305 802

Elksnin, Nick, Ed.; Elksnin, Linda, Ed.
OPEC Review, 1996.
PUB DATE- 96

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Federal Programs; *Language Proficiency; *Language Tests; Oral Language; Program Descriptions; *Russian; Speech Skills; Standardized Tests; Standards; Test Validity; Testing; *Verbal Tests
IDENTIFIERS- *Federal Language Testing Board; *Unified Language Testing Plan

The report describes one segment of the Federal Language Testing Board's Unified Language Testing Plan (ULTP), the validation of the speaking proficiency test in Russian. The ULTP is a project to increase standardization of foreign language proficiency measurement and promote sharing of resources among testing programs in the federal government. In the validation study, about 200 Russian-speaking subjects were tested. Results show increased reliability of the Russian test over the previously validated Spanish and English tests. It is concluded that the new test meets many of the oral proficiency testing needs of participating government agencies. The report details the test's design, chronicles its development, including procedures resulting from development and pilot testing of the Spanish and English versions, describes the validation study's design, and explains and summarizes the results. Appended materials (comprising over half of the document) include the examinee instructions, pre- and post-test questionnaires, a report of the test's formative phase of development, proficiency rating frequency charts, a summary of the Russian test results, and cross-tabulation charts for the different testing sites. (MSE)

ED 410 761 FL 024 704

Sutarso, Pudjiati
Students' Attitude Toward Foreign Language (SAFL).
PUB DATE- 96
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; College Students; *Communication Apprehension; Higher Education; *Language Attitudes; *Learning Motivation; Parent Influence; *Second Languages; Self Esteem; Sex Differences; *Student Attitudes; Student Interests; Student Motivation; Teacher Role

This study investigated variables associated with students' attitudes about second language use and second language learning. Subjects were 173 university students in foreign language classes. The questionnaire consisted of 27 Likert-type statements addressing such issues in language learning as performance anxiety, self-confidence, interest in languages, family influence, differences in language ability based on sex, language learning motivation, expenditure of effort, and the instructor's role. Results show an average score for most items indicating a positive attitude, suggesting that in this population, attitudes toward foreign languages and language learning are positive. It is also concluded that the instrument is useful in assessing students' attitudes toward languages. Contains 19 references. (MSE)

ED 410 762 FL 024 716

ED 410 782 HE 030 317

Mulvey, Patrick J.; Nicholson, Starr; Dodge, Elizabeth
Bachelor's Degree Recipients, 1996 Report.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aspiration; *Bachelors Degrees; Career Planning; College Seniors; *College Students; Departments; Education Work Relationship; *Employment Patterns; *Graduate Study; Higher Education; National Surveys; *Physics; Salaries; Student Surveys; Undergraduate Study

This report presents the results of a survey of senior-level physics majors at U.S. colleges and universities who received a Bachelor's degree between September 1995 and August 1996. Completed questionnaires were received from 1,956 students. It was found that the number of undergraduates receiving Bachelor's degrees in physics continued to decline, falling two percent from the previous year. The drop at departments with physics graduate programs has been 2.5 times as great as at departments only offering an undergraduate degree in physics. The median starting salary for graduates with full-time potentially permanent positions was $31,000, while almost two-thirds of graduates entering directly into the job market indicated plans to pursue advanced study in the future. Though graduate study in physics remained a popular option for graduates to pursue, a growing fraction of these students chose to study in cross-disciplinary areas such as medical and health physics. Trend data on the number of degrees, degrees awarded by department, and postbaccalaureate plans are also reported. (MDM)

ED 410 783 HE 030 318

2020 Vision: Focus on the Blueprint. 1996 Annual Report. Missouri Coordinating Board for Higher Education.
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Objectives; Educational Planning; Futures (of Society); Grants; *Higher Education; Long Range Planning; *Mission Statements; Outcome Based Education; Outreach Programs; Program Descriptions; State Legislation; *State Schools; *Statewide Planning; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Missouri

This annual report provides a blueprint for higher education in Missouri and reviews activities undertaken throughout the state to further these goals. It outlines the vision statement for higher education in the state and summarizes the 1996 Governor's Conference on Higher Education. The report goes on to discuss the state's plan for postsecondary technical education and telecommunication-based delivery systems. It reviews programmatic initiatives at various institutions, partnerships, institutional planning, and data on performance measures. The report then examines student financial assistance in the state, discussing the Missouri Student Loan Program, the

the one hand, the highly personal, very private record of a diary, and on the other, the journal which tends to include references that go beyond the personal. The analytical notebook is compared to ethnographic research in its way of recording everyday life and seeking to interpret it. Extensive examples and fairly detailed directions are provided. (Contains 45 references.) (BF)

ED 410 801 HE 030 374

Gibbs, Graham, Ed.; Jenkins, Alan, Ed.
Teaching Large Classes in Higher Education. How To Maintain Quality with Reduced Resources.
PUB DATE- 92
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Biology; *Class Size; *College Instruction; Course Content; Educational Change; Educational Policy; Field Studies; Foreign Countries; *Higher Education; Independent Study; *Instructional Effectiveness; Intellectual Disciplines; *Large Group Instruction; Learner Controlled Instruction; Legal Education (Professions); Part Time Students; Physics; Resource Allocation; Student Development; Teaching Styles
IDENTIFIERS- United Kingdom

This publication seeks to give practical assistance to teachers and administrators responsible for teaching large classes at colleges and universities in the United Kingdom. Areas covered include class size, problems related to learning and teaching, teaching strategies in specific disciplines, field study experience and other subjects. The 12 chapters in the publication are grouped into those which address theoretical issues, describe case studies, and discuss institutional support for change, and improving teaching/learning. The chapters are: (1) "An Introduction: the Content of Changes in Class Size" (Graham Gibbs and Alan Jenkins); (2) "The Problems of Learning and Teaching in Large Classes" (Andrew Ward and Alan Jenkins); (3) "Control and Independence" (Graham Gibbs); (4) "Active Learning in Structured Lectures" (Alan Jenkins); (5) "Introduction to Law: the Workbook Method" (Nick Johnson); (6) "Guided Reading in Biology: A Modified Keller System" (Ken Howells and Sue Piggott); (7) "Introductory Physics: Techniques and Resources for Large Classes" (Ashley A. Green); (8) "Over the Hills and Far Away: Retaining Field Study Experience Despite Larger Classes" (John R. Gold and Martin J. Haigh); (9)"Study Networks: Support Mechanisms for Large Groups of Part-Time Students" (Julie Hartley and Harinder Bahra); (10) "Thinking Strategically: A Subject Group's Attempts to Maintain Quality with Reduced Resources" (Frank Webster); (11) "Teaching Large Classes: The Institutional Perspective" (Clive Booth and David Watson); and (12) "Conclusion: Improving Teaching and Learning in Large Classes" (Graham Gibbs and Alan Jenkins). (A selective annotated bibliography contains 11 references.) (LEE)

ED 410 802 HE 030 375

Bell, Chris, Ed.; Bowden, Mandy, Ed.; Trott, Andrew, Ed.
Implementing Flexible Learning. Aspects of Educational and Training Technology XXIX. Proceedings of Annual Conference (29th, Plymouth, England, 1995).

staff and curriculum development in higher education and black support groups. Ethnic monitoring and progression into employment are discussed in Chapters 6 and 7. The final chapter presents a policy for equality. Some chapters suggest other useful texts. (Contains approximately 150 references.) (CH)

ED 410 819 HE 030 393

Bachner, David J.; Zeutschel, Ulrich
Utilizing the Effects of Youth Exchange: A Study of the Subsequent Lives of German and American High School Exchange Participants. Occasional Papers on International Educational Exchange 31. Research Series.
PUB DATE- 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; High Schools; Higher Education; Intercultural Programs; International Educational Exchange; Outcomes of Education; Program Effectiveness; Student Development; Student Evaluation; *Student Exchange Programs; *Student Experience; Study Abroad; Travel
IDENTIFIERS- Germany

This study examined the long-term effects of youth exchange, specifically the degree to which former participants actually utilized results of the exchange after their return to their home country. The research focused on Germans and Americans who, as teenagers, experienced home stays in the other country between 1951 and 1987. Respondents were queried through a combination of in-depth exploratory interviews with 40 students and comprehensive survey questionnaires based on the findings from the exploratory phase. A total of 1,187 former exchange students received the survey with 661 responding. The study also included a comparison group of 384 individuals, each nominated by a returnee, who had not participated in a high school-level exchange but was of the same gender, similar age, and similar educational background. Analysis indicated that long-term benefits of the exchange experience included growth in self-confidence, acquisition of instrumental skills and extra resources for problem-solving, foreign language proficiency, and generalized coping skills. The findings support the idea that exchange should be viewed in longitudinal, even lifelong terms. It is an experience that contains positive benefits that endure beyond the time abroad. (Contains 41 references.) (Author/JLS)

ED 410 820 HE 030 394

Mason, Jennifer
Qualitative Researching.
PUB DATE- 97
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Analysis; *Data Collection; Epistemology; Interviews; *Qualitative Research; *Research Design; *Research Methodology; Researchers; Sampling; Social Science Research

This book is intended to explain principles of qualitative research to potential researchers and to provide them with a

"Declaration on Adult Education and Lifelong Learning"; "Setting Up a Programme Is Not Enough" (Alice Tiendrebeogo); "A Book for Six Inhabitants" (Antonio da Silva); "Peace in the Land of Blue Plastic" (Uwizeyimana Adorata); "Unwanted Gifts" (Ousmane Faty Ndongo); "Backing the Commitment of African Intellectuals" (A. Niameogo); "South African Adult Education Post-1994" (Joe Samuels); interviews; "Education of Young People and Adults to Consolidate Democracy"; "Declaration and Recommendations of the Latin American and Caribbean Regional Preparatory Conference"; "Read the Word..." (Sergio Haddad); "We Also Count!" (Lola Cendales); "Calandria" (Rosa Maria Alfaro Moreno); interviews; "The Role of NGOs in the Transformation of Adult Education in Latin America" (Jorge Osorio Vargas); "'Everyone Has to Learn Everything'" (Ximena Machicao Barbery); "Adult Education, Society and the Strengthening of Democracy" (Jose Rivero); "We Learned..." (Ximena Eugenia Paniagua Padilla); "Defining Cultural Identities"; conference report; "Is Literacy Neglected?" (Serge Wagner); "Creative Protagonists: The Role of Environmental Pedagogy" (P. Orefice); "An Already Long State--Civil Society Dialogue" (Anne Depuydt); "Masks" "Meeting with Mr. D. Lenarduzzi"; "The New Modern Concept of Adult Education in Russia" (V. Onushkin); "Adult Learners' Week" (Alan Tuckett); "A Strengthened Partnership"; "The Hamburg NGO Platform on Adult Learning for the 21st Century"; "Vocational Education and Training" (Ulf Fredriksson); "You Can't Tie Up a Bundle of Firewood with One Hand" (Mariam Kone Traore); "Turning the Disadvantaged into Free Decision-Makers" (Ton Redegeld); "Some of the Contributions of Non-Formal Teaching to Formal Teaching" (Max Cloupet); "Adult Education and the Changing World of the Workplace" (D. Kahler); "Growing Together through Partnership" (Adama Ouane); "Beyond Programmes: Commitment, Values and NGOs" (Clinton Robinson); "Constructing Society"; "Arab Declaration on Adult Education"; "Campaigning for All Rights" (Aicha Barki); "Adolescent Women and Civic Society in MENA (the Middle East and North Africa)" (Frank Dall); "Culture and Spirituality" (Bacher Bakri); "The Emergence of a Civil Society" (Kacem Bensalah); interviews; "A Society Which Includes Women" (Aicha Belarbi); "The Socio-political Dimension of Gender: A Tool for Fair Development" (Marcela Ballara); and "Using Modern Technology Is Almost a Second

ED 410 378 CE 074 387

Dohmen, Gunther
Continuing Education in Germany. Contribution to UNESCO's International Conference on Adult Education (5th, Hamburg, Germany, July 1997).
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Educators; Competence; *Continuing Education; Correspondence Study; Education Work Relationship; *Educational Change; Educational Cooperation; Educational Objectives; *Educational Practices; *Educational Principles; Educational Trends; Enrollment Influences; *Enrollment Trends; Financial Support; Foreign Countries; Industrial Training; Lifelong Learning; Nonformal Education; Participation; Political Issues; Postsecondary Education; Role of Education; Social Change; Teacher Characteristics; Teacher Education; Teacher Qualifications; Training; Vocational

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Adult Programs; Advisory Committees; Agency Role; Articulation (Education); *Community Education; Cooperative Planning; *Cost Effectiveness; Educational Facilities; Educational Quality; Educational Resources; Educational Technology; Enrollment; Enrollment Projections; Extension Education; Futures (of Society); Inservice Teacher Education; Labor Force; Parent Education; Program Effectiveness; Questionnaires; Recreational Programs; *School Community Relationship; *School Districts; Staff Development; Student Financial Aid; Summer Programs
IDENTIFIERS- *Des Moines Public Schools IA

The community/adult and continuing education programs and services provided by the Des Moines Department of Community/Adult and Continuing Education were subjected to context, input, process, and program evaluations. The following were among the findings: (1) for the 1996-97 school year, the department had a budget of $1.2 million and an average of 300 part-time teachers and others responsible for delivering courses/programs; (2) all staff participated in technology staff development, program administrators participate in state/national community education conferences and professional development opportunities, and new part-time instructors received inservice training; (3) in the past year, 17,676 students of all ages attended classes, seminars, workshops, and recreational programs offered by the department at school and community locations; (4) participants in the department's adult education classes expressed high levels of satisfaction with their courses and instructors; and (5) the department provided career education programs for women and inmates of correctional institutions, a parent education program for parents of destructive adolescents, and summer radio programming for children. (Appended are the following: summer enrollment table; class offerings for fall 1996; 5-year enrollment trend; attendance year enrollment tables; survey results; sample facility usage; and list of parent project facilitators.) (MN)

ED 410 396 CE 074 534

Day, Michael Andrew; Luzzo, Darrell Anthony
Effects of Strong Interest Inventory Feedback on Career Beliefs.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, IL, August 15, 1997). Research supported by the Strong Research Advisory Board.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Development; Beliefs; *Career Choice; Career Counseling; *Career Development; Career Education; *Decision Making; Educational Research; *Feedback; Group Guidance; Higher Education; Interest Inventories; Occupational Aspiration; Self Concept Measures; Self Control; *Self Efficacy; Self Evaluation (Individuals); Social Behavior; Social Cognition; Social Development; Test Interpretation; Test Use; *Vocational Interests
IDENTIFIERS- *Strong Interest Inventory

A study evaluated the effects of Strong Interest Inventory (SII) completion and participation in a theoretically based model of SII feedback/interpretation on the social cognitive career beliefs of 99 first-year students at a southwestern university. The Career Decision-Making Self-Efficacy Scale--Short Form

Joerschke, John D.
Exploring Technology Education: Exploring Communication Technology.
PUB DATE- 97
NOTE- 157p.; For related documents, see CE 074 574-576.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; Career Exploration; Career Guidance; *Communications; *Computer Assisted Design; Critical Thinking; Drafting; Information Transfer; Laboratory Procedures; Laboratory Safety; Lasers; *Learning Activities; Lesson Plans; Multimedia Materials; Nonverbal Communication; Postsecondary Education; Secondary Education; Teaching Guides; *Teaching Methods; Technological Advancement; *Technology Education; Thinking Skills; Units of Study; Vocational Education; *World Wide Web

These instructional materials include a teacher's guide designed to assist instructors in organizing and presenting a unit of study on communication technology and a student guide. The materials are based on the curriculum-alignment concept of first stating the objectives, developing instructional strategies for teaching those objectives, and then evaluating based on the objectives. Topics covered in the teacher section include the following: using Agency for Instructional Technology (AIT) media programs, laser classifications and power ratings, engineering and drafting sketches, using computer-assisted drawing (CAD) systems, and designing a web page. The teacher edition includes the following: suggested activities, learning activities sheet, optional assignment sheets, answers to assignment sheets, teacher supplements, written test, answers to written test, and unit evaluation form. In addition, the teacher edition includes a section on use of the publication, a competency profile, instructional and task analyses, academic and workplace skill classifications and definitions, and a related academic and workplace skills list. The student edition includes the following components of a unit of instruction: objective sheet, information sheet, assignment sheets, lab activity sheets, and student supplements. The following topics are addressed in the student materials: communication careers, nonverbal communication, visual messages, visual design, interference-free messages, coded messages, audiovisual messages, satellite communication, and fiber-optic communication. (KC)

ED 410 414 CE 074 576

Joerschke, John D.
Exploring Technology Education: Exploring Manufacturing Technology.
PUB DATE- 97
NOTE- 134p.; For related documents, see CE 074 574-575.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; *Career Exploration; Career Guidance; Critical Thinking; Industry; Laboratory Procedures; Laboratory Safety; *Learning Activities; Lesson Plans;

Learning To Change. A Resource for Trainers, Managers and Learners Based on Self-Organised Learning.
PUB DATE- 95
NOTE- 185p.; McGraw-Hill Training Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Adult Learning; Change Strategies; Educational Psychology; Foreign Countries; *Independent Study; *Learning Processes; Learning Strategies; *Organizational Change; Organizational Development; *Performance Contracts; Program Development; Program Evaluation; *Staff Development
IDENTIFIERS- Personal Learning Biography; Repertory Grid Technique

This publication shows step-by-step how trainers may use self-organized learning (SOL) to achieve real and lasting change within an organization at all levels. Each of the eight chapters begins with an "agenda board" outlining the contents and ends with a section featuring suggested activities for developing the skills. An introduction explores how SOL relates to training. Chapter 1 defines SOL and covers benefits to individuals, teams, and organizations. Chapter 2 challenges personal and professional myths about learning. Suggested activities help increase understanding of how personal myths can affect learning. Chapter 3 uses the repertory grid as a tool to model the learning process. Chapter 4 introduces a process-based language for developing learning conversations and describes its overall form. Chapter 5 introduces the personal learning contract (PLC) as a major learning tool. Chapter 6 illustrates PLCs by presenting examples of "real life" applications. Chapter 7 introduces a "conversational evaluation model" to assess the effectiveness of learning and suggests a framework for measuring progress in SOL called the personal learning biography. Chapter 8 elaborates on the development of a learning system involving a learning manager and learning coaches and the setting up of learning networks among staff. Appendixes include an example feedback-for-learning package, examples of PLC and grid forms, and an index. Contains 47 references. (YLB)

ED 410 431 CE 074 607

Task Force on Career Planning and Placement Report. Academic Programs Publication Series Number 20.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Education; *Career Counseling; *Career Education; *Career Planning; Experiential Learning; Higher Education; *Job Placement; Job Search Methods; Program Development; Program Improvement; Staff Development; *Work Experience Programs
IDENTIFIERS- University of Florida

The Task Force on Career Planning and Placement in the University of Florida's College of Agriculture (COA) reviewed career planning and placement services available to COA students and made recommendations to define, expand, and improve the COA career planning and placement program. COA has a strong need for a comprehensive career planning and placement program,

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations; Allied Health Occupations Education; Behavioral Objectives; *Career Exploration; *Clinical Diagnosis; Competency Based Education; Curriculum Guides; Grade 9; Health Personnel; Instructional Materials; Integrated Curriculum; Junior High Schools; *Learning Activities; *Medical Evaluation; Medical Services; *Physical Examinations; Pretests Posttests; State Curriculum Guides; Symptoms (Individual Disorders); Teaching Guides; *Technology Education
IDENTIFIERS- Oklahoma

This Technology Learning Activity (TLA) on exploring diagnostic care careers for Grade 9 is designed for use in eight class periods. It gives students experience in using standard health care equipment to perform basic diagnostic procedures. This teacher's edition begins with an overview of technology education. The second section describes components of the instructor's section of the TLA: background information; priority academic student skills; suggested activities; suggested resources; instructional sequence; equipment, tools, and supplies summary worksheet; pretest and posttest; test answers; and evaluation summary. The third section describes components of the student's section: introduction; summary of activities; pretest instructions; assignments to turn in; goal; words you should know; priority academic student skills; objectives; related Technology Student Association event(s); academic and workplace applications; impact statements; career search; posttest instructions; and Skunk Works (optional activity). The fourth section identifies hazard alert messages. The actual instructor's and student's sections follow. Activities include the following: maintain and calibrate medical equipment; assess basic health signs; interpret cholesterol test results; calculate dietary intake of cholesterol and saturated fat; evaluate vision; evaluate hearing; research and report on diagnostic tests; obtain blood pressure reading; and career search. (YLB)

ED 410 449 CE 074 640

Therapeutic Care. Technology Learning Activity. Teacher Edition. Technology Education Series. Level 2.
PUB DATE- 97
NOTE- 157p.; For related documents, see ED 383 934-935, ED 380 587-605, ED 391 073, and CE 074 639.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations; Allied Health Occupations Education; Behavioral Objectives; *Career Exploration; Competency Based Education; Curriculum Guides; Grade 9; Health Personnel; Helping Relationship; Instructional Materials; Integrated Curriculum; Junior High Schools; *Learning Activities; Medical Services; Pretests Posttests; State Curriculum Guides; Teaching Guides; *Technology Education; Therapists; *Therapy
IDENTIFIERS- Oklahoma

This Technology Learning Activity (TLA) for exploring therapeutic care careers is designed for use in eight class periods. It exposes students to the different types of therapeutic care and helps them understand how they can be used to treat and heal. This teacher's edition begins with an overview of technology

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Correctional Education; Lesson Plans; *Literacy Education; *Literature Appreciation; Prisoners; Reading Instruction; Whole Language Approach

This guide is an introduction to the theory and practice of using literature to teach life skills to persons who are or have been incarcerated. It is organized in three sections, each written by a practitioner who has used literature in a particular environment with a particular audience. The three sections are "Why Literature? The Power of Stories" (Robert P. Waxler); "Why Literature? Critical Thinking" (Meghan McLaughlin); and "Why Literature? The Dramatic Text" (Jean Trounstine). Each section has three elements: (1) a brief think piece on what makes literature such an appropriate tool for use with incarcerated persons; (2) a description of the way in which the author uses literature; and (3) sample lesson plans for works that the author has used with students. The guide also contains a matrix of suggested readings that includes, for each work used, a description of relevant themes and instructional tips. A bibliography lists 15 general works, 4 works on theatre, and 2 on women's literature. (KC)

ED 410 468 CE 074 666

Graff, Harvey J.; Jones, Stan; Street, Brian V.
Working Papers on Literacy No. 1.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).; Human Resource Development Canada, Ottawa (Ontario).; Dawson Coll., Montreal (Quebec).
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Philosophy; *Ethnography; *Illiteracy; Literacy Education; Power Structure; Research Methodology
IDENTIFIERS- International Adult Literacy Survey

This document contains two extended papers and one shorter commentary that reflect a continuing debate between two schools of thought on literacy that have been called the "autonomous" and the "sociocultural." "The Persisting Power and Costs of the Literacy Myth" (Harvey J. Graff) argues that current discourse on literacy decline ignores more than 2 decades of research and theory on literacy contexts, multiple literacies, and the complex interrelationships affecting literacy. "Literacy, Economy and Society--A Review" (Brian V. Street) addresses issues of defining literacy practices cultural bias in the IALS (International Adult Literacy Survey), and power differences between research communities and the methodologies used. "Ending the Myth of the Literary Myth" (Stan Jones) disputes Graff's and Street's challenges to the findings of the IALS. (KC)

ED 410 469 CE 074 678

Kazis, Richard; Kopp, Hilary
Both Sides Now: New Directions in Promoting Work and Learning for

drug usage. The perception of rules as being inefficacious was related to more incidences of being attacked, and greater perceptions of substance abuse at school. A model of violence prevention is presented. Contains approximately 80 references. (RJM)

ED 410 487 CG 027 945

Reed, Donald B.; Geddes, Jackie
Gay Youth at a Social Gathering: Play and Identity Development.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Homosexuality; Interpersonal Competence; Interpersonal Relationship; *Lesbianism; *Play; Recreational Activities; Secondary Education; Self Concept; *Sexual Identity; Social Adjustment; *Social Development
IDENTIFIERS- *Identity (Psychological)

Being gay or lesbian has been associated with many risk factors for youth, including the risk of rejection by family and peers. A limited study concerning gay youth at play and the significance of play in identity development of gay youth is reported here. The report has two purposes: to describe the social activities at a gathering specifically for gay youth and to analyze the social activities in terms of play and identity development for those attending. Data were collected employing traditional qualitative techniques. A detailed description of an overnight function held for gay youth is provided. Analysis of the different activities and the stages of play are then offered. It is concluded that making available to gay youth a variety of sanctioned social activities provides them an environment whereby they can develop, through play, their identities as homosexual individuals. In this safe environment the play of gay youth seems to follow certain patterns. It is argued that playing at being gay is essential before an individual can play with others in a gay role and thereby assume a personal identity of a competent gay person. (RJM)

ED 410 488 CG 027 948

Magakis, George; Chambliss, Catherine
Therapeutic Realities: A Guide to Doing Brief Ericksonian Therapy.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Restructuring; *Counseling Objectives; Counseling Psychology; *Counseling Techniques; Counseling Theories; Counselor Client Relationship; *Individual Psychology; Psychological Needs; *Psychotherapy; Therapeutic Environment
IDENTIFIERS- *Erickson (Milton H); Therapeutic Communication

A detailed approach in how to incorporate the principles of Milton Erickson into counseling therapy is presented here. Since Ericksonian therapy emphasizes practical results, the

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Attachment Behavior; *Cognitive Psychology; Cognitive Restructuring; College Students; Counseling Theories; *Family Counseling; *Family Problems; Higher Education; Parent Child Relationship
IDENTIFIERS- Gender Issues

The importance of cognitions and attachment in family therapy has long been recognized but attachment to parental figures apparently does not affect the way that family events are cognitively processed. Given the large body of literature suggesting the importance of attachment and cognition, McCarthy speculated that the lack of significance for attachment may have been due to limitations in methodology (such as restricting samples to females and measuring events not necessarily relevant). The replication and extension of the McCarthy study, and an examination of attachment and gender on cognitive processes, are presented here. Participants, 254 college students, were grouped based on a percentile split of attachment scores. Results indicate that, contrary to the McCarthy study, appraisals of conflict with primary caregivers may be influenced by attachment to that person. The present study found that Roseman's (1990) model of appraisals can be used to explain the relationship between cognitive appraisals and emotional states with family-related events. Moreover, it is suggested that cognitive family therapists may need to take into account the effects of gender and attachment to different family members. Contains 12 references. (RJM)

ED 410 508 CG 027 995

Morgan, Harry
A Fifth Grade Self-Report Study: Race and Gender Issues.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Blacks; Elementary School Students; *Grade 5; Intermediate Grades; Preadolescents; *Racial Differences; Self Esteem; *Sex Differences; *Sexuality; Student Behavior; Whites
IDENTIFIERS- Gender Issues; *Sex Knowledge

In order to assess preteen activities in a moderate sized community in Georgia, selected group of classroom teachers conducted a pilot study. A questionnaire was developed and distributed to approximately 1,000 fifth-grade children and the results are presented here. It was discovered that Blacks, more than Whites, and boys, more than girls, reported higher levels of positive self-esteem. Self-esteem differences were significant for race but not for gender. Blacks, more than Whites, reported attending school on a regular daily basis and all groups believed that after-school sports were equally, if not more, important than watching television. For all children, there was an adult at home 60% of the time when children returned from school. Likewise, over 60% of the children claimed that they prefer to seek answers to their queries from parents rather than friends, teachers, or school counselors. Some 70% of children reported that a parent or other adult at home had talked to them about sex, with no significant differences for race or gender emerging. Most respondents believed that children should be instructed about sex between series of hypotheses are postulated concerning the functional nature of leadership. A small-scale empirical investigation of cooperation between two college students was undertaken. Prior to the commencement of their cooperation, the students were asked to describe their expectations of the cooperation, which they were subsequently similarly asked to describe. Results support the theory postulated--the expectation holophor of one student is embedded in the cooperation holophor of the other, and vice versa. Contains 23 references and 21 figures of data. (Author/RS)

ED 410 527 CS 012 887

Goodwin, Latty
Aliteracy among College Students: Why Don't They Read?
PUB DATE- 96
NOTE- 20p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; Literacy; Parent Influence; Reading Achievement; *Reading Attitudes; *Reading Habits; Reading Motivation; Reading Research; *Student Attitudes; Student Surveys; Teacher Role
IDENTIFIERS- *Aliteracy; Nelson Denny Reading Tests; *Reading Behavior

A study examined the reading behaviors of college students--in particular it asked why aliteracy occurs among college students. A survey designed to identify the aliterate population was administered to a psychology class of 40 students from a variety of majors, and included both genders, some ethnic variety (mostly Anglo), and a range of ages. From the survey, 11 subjects were selected. To determine if the students read at an appropriate college level, the Nelson-Denny standardized reading comprehension test was administered to the eight students who responded. Results indicated that all performed above the twelfth-grade equivalent reading level. Of the eight, seven students showed up for individual interviews. Findings suggest that many of them had disliked reading as children and had fathers who limited their own reading to newspapers and work-related text; most mothers, and many sisters, were keen readers; and, while all indicated that they rarely read the textbook, five students expected an "A." All seven students identified themselves as aliterate on the survey; however, they all read something--while they were not leisure readers, they would read how-to manuals or skim chapters before a test. (Contains 5 figures of data and 21 references.) (CR)

ED 410 528 CS 012 888

Perry, Tim
Getting Over the Hump--Wednesday Reading.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; Instructional Innovation; Junior High Schools; Reading Attitudes; *Reading Habits; Reading

selection of the following intervention: a shared reading/writing activity where an older student was paired with a younger student within the same classroom. The intention was to improve the reading abilities of the younger students, increase their opportunity to read orally, and foster an interest in reading. (Contains 16 references and 6 tables of data. Appendixes contain survey instruments, consent letters, 2 forms of the Stanford Diagnostic Reading Test, a reading readiness instrument, and dialog journal forms.) (Author/RS)

ED 410 546 CS 012 908

Hayes, Mary E.
Alternatives to Time Loss in Compensatory Reading: Addressing Time Loss/Fragmentation Concerns in Title I Reading Programs.
PUB DATE- 96
NOTE- 16p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Research; *Classroom Techniques; Comparative Analysis; *Compensatory Education; *Early Intervention; Grade 2; *High Risk Students; Primary Education; Remedial Programs; Teacher Behavior
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

A study investigated transition to the location of remedial instruction, repeated use of drills, and regular class management activities as they occurred in the Accelerated Literacy Learning (ALL) model, an early intervention program for at-risk students. Qualitative and quantitative investigation of the small-group, second-grade, in-class ALL model of compensatory literacy instruction occurred during a 9-month period at the ALL school and a comparison school. Subjects were 3 teachers and 15 students at the ALL school and 12 students in the traditional model comparison group. Results indicated: (1) minimal time loss in transition from one location to the assigned ALL area; (2) no evidence of instruction time loss in repeated use of drills such as worksheets; and (3) regular class management activities subtracted a [illegible] time from the instruction. Recommendations include collaborative research by grade-level teachers on time management; determination of the exact role of the Title I aide; and increased preservice teacher training in direct instruction [illegible] small groups. (Contains 13 references and 3 tables of data. An appendix contains the classroom observation instrument.) (RS)

ED 410 547 CS 012 909

Talbot, Virginia
Teaching Reading, Writing, and Spelling: All You Need To Succeed.
PUB DATE- 97
NOTE- 334p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Language Arts; Lesson Plans; *Phonics; Primary Education; Prior Learning; *Reading Instruction; Reading Skills; Reading Writing

Delight All Year Long. Grades K-3.
PUB DATE- 97
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childhood Interests; Class Activities; Classroom Environment; *Figurative Language; Illustrations; *Language Enrichment; *Language Rhythm; Learning Activities; *Poetry; Primary Education; Reading Instruction; Teaching Guides; *Thematic Approach
IDENTIFIERS- Learning Environments; Poetic Forms

This collection of 180 poems was assembled with classroom needs in mind. Intended to delight students every day, the collection's poems span the school year from September to summertime. Its introduction gives teachers before-, during-, and after-reading ideas. Sections in the collection include: Me and My World, Primary Concepts, Seasons and Special Days, Animals, Science and Nature, and Just for Fun. Every page in the collection has a picture by a noted children's illustrator--and every poem has an activity or a picture book link to make the poem pack more learning punch. Ideas for student activities before, during, and after reading the poems are suggested. Sharing, snowfall, safety, sneezing, sibling rivalry, hibernation, honeybees, whales, rainbows, and dinosaurs are among some of the subjects of the poems. (CR)

ED 410 567 CS 215 890

Sharman, Rod
Bookcrafts for Children.
PUB DATE- 88
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Writing; Classroom Techniques; *Creative Activities; Elementary Education; Instructional Materials; *Language Acquisition; Learning Strategies; Student Development; *Student Motivation; Teaching Guides; *Writing for Publication
IDENTIFIERS- *Authorship; *Book Production; Writing Motivation

The making of a book is an effective way to instill pride in authorship and to emphasize the importance of writing to children. This guide finds that the finished product (the book) capitalizes on the language background of each child, becomes an extension of the natural language of children, and teaches children to value their work and to take time for craftsmanship. The guide offers ideas for simple books for younger children and more complex books for older children. It shows step-by-step instructions, complete with pictures, for each project. Sections in the guide are: (1) A Child Went Forth: The Purpose for Bookcrafts; (2) Types of Books That Can Be Made; (3) Making the Book Cover; (4) Bookbinding Tools and Materials; (5) Making the Sewn Book in Which to Write; (6) Making the Sewn Book to Read; (7) Making the Loose Leaf Folder; (8) Practical Applications; and (9) an Appendix listing materials and sample labels for book covers. (CR)

ED 410 568 CS 215 891

are a school mission statement and various forms for classroom use.) (Author/CR)

ED 410 586 CS 215 959

Wadden, Jerry M.
Language Arts Grades 6-12 Program Evaluation, 1996-97.
PUB DATE- 97
NOTE- 56p.; For the K-5 program evaluation, see CS 012 889.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Administrator Role; Curriculum Development; English Instruction; Intermediate Grades; Journalism Education; *Language Arts; Program Effectiveness; Program Implementation; Secondary Education; Staff Development
IDENTIFIERS- *Des Moines Public Schools IA; Technology Role

The Language Arts 6-12 Program of the Des Moines Independent Community School District (Iowa) is directed by its mission statement to provide a quality educational program to a diverse community of students where all are expected to learn. The Language Arts supervisor is responsible for supervising and coordinating all aspects of the middle and high school language arts program, including English, drama, forensics, journalism, media, and speech. Aspects of these programs include curriculum development, instructional material selection and implementation, staff development, evaluation, and human resources. The main activities of the language arts supervisor are being visible and accessible to the middle and high school language arts staff, coordinating curriculum development and implementation, supervising the selection of instructional material, overseeing the evaluation of the program, and assisting human resources in personnel decisions. Staff development of language arts teachers is facilitated by the supervisor. The major influence of technology in language arts is in how the word processor can be used to better teach the writing process and in how computers have revolutionized high school journalism. Students continue to do well on the district objectives-based tests and composition tests. A number of students continue to win awards in language arts. The district must continue to hire, encourage, reward, rejuvenate, support, and enable quality teachers. The one equipment need is for computer stations in language arts classrooms. A language arts technology inventory is attached. (RS)

ED 410 587 CS 215 960

Bullion-Mears, Ann; McWhorter, J. YeVette; Haag, Claudia; Cox, Maggie; Hickey, Shelly
Extending Literacy across the Disciplines: Reading & Writing Poetry in Middle School Classrooms.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the International Reading Association (42nd, Atlanta, GA, May 4-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Area Reading; Content Area Writing; Intermediate Grades; Junior High Schools; *Literacy; *Middle

Arnsparger, Arleen; Kernan-Schloss, Adam; Plattner, Andy; Soholt, Sylvia
Building Community Support for Schools: A Practical Guide to Strategic Communications.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Involvement; *Community Support; Educational Facilities Improvement; Educational Planning; *Family School Relationship; Organizational Communication; Program Development; Program Implementation; *School Community Relationship; *Strategic Planning
IDENTIFIERS- Educational Issues; *Strategic Communication

Focused on the practical tools that education leaders can use to improve communications with their own colleagues, with parents, and with the general public, this guide can be used by school districts and states to organize their communication efforts strategically to build public support. The guide includes step-by-step information to develop a strategic communications plan that helps school, district, or state department staff set priorities, spend scarce resources more wisely, listen and respond to the needs and concerns of people inside and outside the education community, target activities to those most affected by and concerned about education improvement efforts, and regularly measure results. After a foreword, sections of the guide are: "Why Bother?"; "Building the Teams"; "How to Develop Your Plan"; "What Goes into Your Plan"; and "Conclusion." A 44-item list of resources is attached. (RS)

ED 410 607 CS 509 565

Owen, Harrison
Expanding Our Now: The Story of Open Space Technology. First Edition.
PUB DATE- 97
NOTE- 155p.; For a related book, see CS 509 566.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; *Group Dynamics; Higher Education; *Meetings; Organizational Theories; *Organizations (Groups); Planning; Theory Practice Relationship
IDENTIFIERS- *Open Space Technology; Spatial Context

Suggesting that Open Space Technology (OST) is an effective, fast, and easily repeatable strategy for organizing meetings of between 5 and 1,000 participants, this book offers numerous examples to illustrate the evolution of OST and explores what it is, and how it developed as a process for meeting management. The book also discusses how and why it works all over the world, and shows how OST can move organizations to higher levels of performance without elaborate training or professional facilitators. Chapters in the book are: (1) "East Meets West"; (2) "Open Space Discovered"; (3) "Open Space on the Loose: The Now Grows"; (4) "What on Earth Is Going On?"; (5) "Chaos and Order"; (6) "Giving the Power Away: The Hero/Heroine's Journey"; (7) "What Next?"; and (8) "Expanding Our Now: A Journey to Wholeness." A list of 7 Open Space print generates considerable support/underwriting. The selected factors which influence funding included the purposes because the purposes could have been the reason for funding. Except for one difference, the station directors' perceptions of the college/university's purpose for the radio stations mirrored the purposes of the stations as significant predictors of selected factors which affect the funding of such noncommercial stations. (Contains 5 tables, 2 figures, and 11 references.) (NKA)

ED 410 626 CS 509 598

Sauls, Samuel J.
Practical Applications of Survey Research at College and University Radio Stations.
PUB DATE- 96
NOTE- 18p.; Paper presented at the Texas Association of Broadcast Educators Fall Student/Faculty Conference (San Antonio, TX, September 6, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Higher Education; Media Research; *Radio; Research Methodology; Research Utilization; *Student Surveys
IDENTIFIERS- *Campus Radio Stations; Survey Research

Although many campus radio stations try to copy or emulate their commercial counterparts, determining who is listening to the station is often difficult. It is not odd for stations to undertake in-house listener surveys, which are often conducted by classes studying audience research. Results of the 1995 College Radio Survey highlight significant points to further understand trends in survey research at college and university radio stations: (1) most of the stations responding to the survey conducted some type of audience research; (2) most respondents described their research as either scientific or careful and accurate; (3) 47% were considering conducting a survey in the future; and (4) average estimates showed that the number of students tuning in at least once a week ranged from 36.7% to 49.2%. Recommendations for use and consideration by those interested in conducting future studies include: conduct a pilot study of the survey; review survey dates to ensure that semester dates are appropriate for population survey; and survey a prorated sample within the population. As college and university radio stations use commercial rating services, they should also consider the impact that such results could have on programming. (Contains seven references, and a figure and a table of data.) (RS)

ED 410 627 CS 509 600

Sauls, Samuel J.
Preparing Students To Enter the Digital Age: College Radio and Digital Audio Technology.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Convention of the Broadcast Education Association (42nd, Las Vegas, NV, April 4-7, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 410 645 EA 028 537

Plecki, Margaret L.
The State of Washington's School Finance System.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgets; *Educational Finance; Elementary Secondary Education; Equalization Aid; *Expenditures; Income; *Resource Allocation; School Funds; *School Support; State Legislation; *Tax Effort
IDENTIFIERS- *Washington

Money to operate Washington's public schools comes from state, local, and federal sources. For the 1995-96 school year, total combined revenue exceeded $5 billion. The largest share of Washington's operating budget is devoted to K-12 education. This paper portrays critical features of Washington's school finance system. It first examines current and historical sources and levels of K-12 funding. Next, it analyzes school spending and outlines basic principles underlying Washington's system of collecting and distributing school revenue. The paper also examines school-construction funding and the condition of school facilities, and concludes with a look at the fiscal challenges Washington is likely to face in the near future. Challenges include the increasing number of bilingual students, the need for extensive school repair and replacement, increasing fiscal pressures, and an input-driven funding system that is not aligned with a performance-based educational system. (Contains 16 references.) (LMI)

ED 410 646 EA 028 538

Nichols, Joe D.; Steffy, Betty E.
An Evaluation of Success in an Alternative Learning Program: Motivational Impact vs. Completion Rate.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Probation; Dropout Rate; High Risk Students; *Nontraditional Education; *Potential Dropouts; Program Effectiveness; Secondary Education; Self Efficacy; Self Esteem; *Student Motivation

This paper presents findings of a study that examined an alternative learning program in a large urban school district in the midwestern United States. The goal of the project was to determine if the specific alternative learning program could have a positive effect on student motivation, goal orientation, self-efficacy, and self-esteem. Research was based upon existing research in motivational theory. Data were gathered through a pre- and post-test questionnaire of 32 students who successfully completed the program and returned to their home schools. The results offer guarded support for the alternative educational program. Student motivation and self-esteem appear to be positive outcomes of the program; however, the positive

School Relationship; Information Policy; *Privacy; Recordkeeping; School Safety; Student Records; Student Rights
IDENTIFIERS- *Family Educational Rights and Privacy Act 1974

Maintaining safe schools requires the forging of partnerships to share information between schools and youth-serving agencies, including the police department, court system, youth parole and probation offices, and child protective services. All public elementary and secondary schools are subject to the Family Educational Rights and Privacy Act (FERPA), a federal law that governs the disclosure of information from education records. This guide is for educators, law enforcement personnel, juvenile justice professionals, and community leaders who are interested in developing interagency information-sharing agreements to fully involve the schools in a holistic approach to intervention and delinquency prevention. Educators and other youth-serving professionals will find clear directions on how to share information while complying with the FERPA. The guide provides an overview of FERPA, discusses the act's restrictions on information sharing and exceptions to those restrictions, explains recordkeeping requirements under the act, and summarizes recent changes to the regulations for implementing FERPA. The guide also explores the role of multiagency agreements in facilitating information sharing and looks at one effective program that relies on such agreements. Sources of technical assistance at the U.S. Department of Education and the U.S. Department of Justice are included. Appendices contain the FERPA regulations and sample documents. (LMI)

ED 410 665 EA 028 563

Investing in Student Achievement.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; College School Cooperation; Early Childhood Education; *Educational Assessment; *Educational Finance; Educational Improvement; Educational Quality; Elementary Secondary Education; Higher Education; Professional Development; *Resource Allocation; *State Action

During 1996-97 the Education Commission of the States explored three policy areas in which state efforts to improve student achievement have been increasingly concentrated: early childhood education, teacher quality and stronger connections between the K-12 and postsecondary systems. The study surveyed the scope and intensity of state efforts in the three areas, assessed their progress, and examined some of the methods available to states to invest in such initiatives in the face of limited resources. Many of the programs and policies reflected a profound shift in thinking about the basic structure of the public education system; equally impressive was the magnitude of states' financial investment in such initiatives. However, most of the states had undergone little or no systematic evaluation in terms of their impact on student learning. The information void is due in large part to the nature of public-sector budgeting, which is incremental and depends on ever-increasing revenues. The trends toward declining revenues and the escalating competition for resources increase the urgency of adopting a different, more investment-minded approach. The report concludes with an examination of some of the methods that states can use to develop a more investment-oriented approach to education policymaking. This approach is based on the notion that a more rational, results-efficacy meaningfully account for burnout in human-service professionals. This paper presents findings of a study that hypothesized that environmental or role stressors could be classified as task, organization, and relations stressors, each pertaining to a different domain of the professional's sense of self-efficacy. The second hypothesis was that each of these role stressors accounted for a different proportion in the variation of the professional's perceived burnout. A total of 821 elementary and secondary school principals in Israel completed a questionnaire designed to measure stressors, coping strategies, and burnout. Factor analysis was used to test the first hypothesis, and discriminant and multiple-regression analyses were used to test the second hypothesis. Results indicated that common environmental stressors could be categorized as "organization stressors" (pressures stemming from human-resource-management issues and resource dependence); "task stressors" (overload, role ambiguity and conflict, and administrative and technical assistance in role performance); and "relations stressors" (external relations with parents and supervisors). The findings also indicate that organization stressors were the best predicting variables distinguishing between high- and low-burnout principals. Human-resource management best predicted high levels of depersonalization and exhaustion, whereas resource dependency predicted sense of accomplishment. The paper argues that perceived threat against a principal's authority acts as a strain contributing to burnout. Therefore, new boundaries and expectations should be defined to bring about more realistic relations between school principals and incumbents. Training should focus on human-resource management and how to better utilize internal and external resources. Two figures and five tables are included. (Contains 16 references.) (LMI)

ED 410 686   EA 028 587

Wong, Kenneth K.; Meyer, Stephen J.
The Effectiveness of Title I Schoolwide Projects: A Synthesis of Findings from the First Years of Evaluation.
PUB DATE- 97
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Baltimore, MD, March 22-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Categorical Aid; Educationally Disadvantaged; Effective Schools Research; Elementary Secondary Education; Meta Analysis; Performance; *Program Effectiveness; Program Evaluation; Program Implementation; School Demography; School Effectiveness; Synthesis
IDENTIFIERS- *Elementary Secondary Education Act Title I

The 1988 Hawkins-Stafford Elementary and Secondary School Improvement Amendments to Chapter 1 (now Title I) have enabled broad expansion of Title I schoolwide projects. The regulatory changes provide funding to entire schools, rather than targeting services to meet the needs of the most disadvantaged subpopulations. This paper reviews what is known about Title I schoolwide projects and their effectiveness, focusing on three aspects: characteristics of schools and districts with schoolwide projects; programmatic and organizational characteristics of schoolwide project schools and districts; and student-performance outcomes. The study reviewed 12 giving greater autonomy to counselors. Counselors felt that the 60-day eligibility process timelines prevented them from providing the same level of individualized service and counseling as they provided prior to the Amendments and may hinder other elements of the Amendments, such as consumer empowerment and improved services. Suggestions for further investigation into whether the amendments have been successfully implemented are offered. (DB)

ED 410 706 EC 305 756

Temelini, David; Fesko, Sheila
Shared Responsibility: Job Search Practices from the Consumer and Staff Perspective.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Agencies; Career Counseling; Community Services; *Disabilities; *Job Placement; Job Satisfaction; *Job Search Methods; National Surveys; Networks; Surveys; *Vocational Rehabilitation
IDENTIFIERS- Consumer Participation; Networking

Staff (N=369) and consumers (N=191) from a national sample of community vocational rehabilitation providers and independent living centers were surveyed concerning effective job search practices. Consumers were also asked to report on job satisfaction, job search support, and how the obtained job equated with job preferences. The majority of consumers reported being "very satisfied" with assistance received in finding a job. Most consumers reported overall job satisfaction, although dissatisfaction was sometimes expressed about pay, fringe benefits, and opportunities for advancement. Individuals who were more satisfied with assistance received in the job search also reported greater satisfaction with the job itself. Staff reported positively on the use of counseling, resume development, informal discussion of vocational interests and goals, matching the consumer to the job, and making repeated contact with companies. The following five patterns of job search activities were identified through factor analysis of staff responses: (1) generic/not individually focused (such as hosting a job fair); (2) individually focused placement; (3) agency marketing approach; (4) traditional job placement approach; and (5) networking strategy. The networking strategy typically resulted in a higher hourly wage, greater number of hours worked, and shorter job search time than did other strategies. (DB)

ED 410 707 EC 305 757

Fesko, Sheila; Freedman, Ruth
Consumer and Family Perspectives on the Meaning of Work.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)

and youth and includes: "An Overview of Educationally Relevant Effects, Assessment, and School Reentry" (Bonnie R. Kraemer and Jan Blacher); "Family-School-Child: A Qualitative Study of the School Experiences of Students with ABI" (Bonnie Todis and others); and "One Mother's Story: Including Her Son in Coma in a General Education First-Grade Class" (Joanne Singer). Section 2 discusses planning and carrying out instruction for students with ABI and contains: "The Role of Neuropsychology in Educating Students with ABI" (Robert T. Kurlychek and others); "Effective Assessment and Instructional Practices for Students with ABI" (Kathleen A. Madigan and others); and "Successful Transition Planning and Services for Students with ABI" (Sally Morgan Smith and Janet S. Tyler). Section 3 describes social and behavioral interventions and includes: "Understanding and Overcoming the Challenging Behaviors of Students with ABI" (Ann V. Deaton); "A Positive, Communication-Based Approach to Challenging Behavior after ABI" (Timothy J. Feeney and Mark Ylvisaker); "Making Connections: Helping Children with ABI Build Friendships" (Elizabeth A. Cooley and others); and "Counseling Students with ABI" (Ellen Lehr). The final section highlights strategies for parents and professionals working together and contains: "Creating Effective Educational Programs through Parent-Professional Partnerships" (Barbara R. Walker); "Preparing Educators To Serve Children with ABI" (Janet S. Tyler); "Providing Ongoing Support to Educators through Team-Based Consultation: Building Capacity To Serve Students with ABI in General Education Settings" (Ann Glang and Bonnie Todis); and "Common Questions When Serving Students with ABI" (Ronald C. Savage and Sue Pearson). (Each chapter contains references.) (CR)

ED 410 725 EC 305 782

Miles, Christine
Bilingual Children in Special Education: Acquisition of Language and Culture by British Pakistani Children Attending a School for Pupils with "Severe Learning Difficulties."
PUB DATE- 96
NOTE- 156p.; M. Phil. (Ed.) Thesis, University of Birmingham, England.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Bilingual Education; *Bilingualism; Communication Skills; Cultural Awareness; Cultural Influences; Elementary Secondary Education; Family Influence; Foreign Countries; *Language Acquisition; Language Fluency; *Mental Retardation; Minority Group Children; Mothers; Parent Child Relationship; Preschool Education; *Special Education
IDENTIFIERS- Asians; Great Britain; *Pakistanis

The context and processes of language acquisition in bilingual, bicultural British-Pakistani and British-Asian children (ages 2-19) attending a school for severe learning difficulties (SLD) were investigated. The first study compared 20 children with SLD who had a proficiency in speaking English and in their mother tongue (Urdu, Punjabi, Hindko, or Pushto). In the second study, the language acquisition processes were observed in 10 children who initially attended the nursery department and were not talking in any language. In the third study, a video was made of early language and communication in two British-Asian infants with SLD. The video was shown to mothers of children with SLD, who had widely varying reactions to the ideas conveyed and play activities shown. Results of the studies indicate that school support of mother tongues was highly

NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Problems; Classroom Communication; Coping; Deaf Blind; *Disabilities; *Discipline; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Mental Retardation; Parent Teacher Conferences; Preschool Education; Reading Instruction; Rural Schools; Special Education Teachers; State Programs; Summer Programs; *Teacher Collaboration; *Teacher Education Programs; Teacher Student Relationship; Team Teaching; Writing Instruction
IDENTIFIERS- South Carolina

These four newsletters from the South Carolina Department of Education focus on teaching and serving students with disabilities. The first newsletter includes articles addressing ways that special education professionals can be good to themselves so they can meet the needs of exceptional children; strategies for instructing children with attention problems; mediation; a teacher training program designed to address the shortage of rural special education teachers; technology teacher training; and a technical assistance program for families and teachers of children with deaf-blindness. The second newsletter focuses on school discipline issues and includes articles on the legal requirements for disciplining students with disabilities; strategies for confronting students about their behavior problems; and a summer camp for students with sensory disabilities. The third newsletter focuses on teacher collaboration and contains articles addressing the challenge of co-teaching; an inclusion program that uses an "academic coach"; an integrated preschool program; a transition program for students with mental retardation; and training teachers as team members. The final newsletter focuses on academic instruction and includes articles on using web-making to enhance reading and writing instruction; time trials and increasing fluency in children with mental retardation; strategies for improving parent-teacher conferences; and state teacher training programs. (CR)

ED 410 742 EC 305 803

Boe, Erling E.; Cook, Lynne H.; Bobbitt, Sharon A.; Weber, Anita L.
Retention and Attrition of Teachers at the District Level: National Trends in Special and General Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Faculty Mobility; Labor Turnover; National Surveys; *Rural Urban Differences; *Special Education Teachers; Teacher Employment; *Teacher Persistence; Teacher Supply and Demand; *Teacher Transfer; *Teaching Experience; Trend Analysis
IDENTIFIERS- Schools and Staffing Survey (NCES); Teacher Followup Survey (NCES)

Pollard, Toni, Ed.
Obrolan: Recorded Dramas from Radio Sanggar Prathivi, Jakarta.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 95
NOTE- 41p.; Accompanying audiocassettes and diskettes are not available from ERIC. Original concept by Colin Freestone.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Daily Living Skills; *Drama; *Educational Radio; Foreign Countries; *Indonesian; Instructional Materials; *Listening Skills; Programming (Broadcast); Second Language Instruction; *Second Languages; Skill Development; Uncommonly Taught Languages
IDENTIFIERS- Indonesia; Sanggar Prathivi

The guide provides information about a series of instructional materials for teaching Indonesian as a second language. The materials consist of audio recordings from Sanggar Prathivi, a Christian educational radio station in Jakarta (Indonesia), and scripts from the programs contained on diskettes (recordings and diskettes not included here). Two types of radio program are included: educational broadcasts (nine series, each consisting of about 24 episodes on related issues) and drama/entertainment broadcasts (eleven series, each with 10-30 episodes). The guide contains: background information about the materials; a summary list of series titles with episode quantities, lengths, and general themes; general suggestions for classroom use of the materials (targeted listening skills, activities, other classroom applications); and for each series in both broadcast categories, notes on cassette contents, including episode lengths, titles (in Indonesian and English), and topics. In the case of dramas, story outlines are provided. (MSE)

ED 410 763 FL 024 717

Rodriguez Pino, Cecilia, Comp.
Selected Bibliography of Spanish for Native Speaker Sources.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Computer Assisted Instruction; Curriculum Guides; Dictionaries; Heritage Education; Information Sources; *Instructional Materials; Intermediate Grades; *Latin American Literature; Middle Schools; *Native Language Instruction; *Reading Materials; Secondary Education; *Spanish; Textbooks; Videotape Recordings

This bibliography was prepared for middle school and high school teachers participating in a conference at New Mexico State University (July 14-18, 1993), to assist in research and pedagogical endeavors in the teaching of Spanish to native speakers. It is presented in two parts. The first is a bibliography edited by Francisco J. Ronquillo, which includes citations of materials, in these categories: Spanish language textbooks and readers (23 citations); general bibliography (95 citations); video recordings (18 citations); computer-assisted instruction (8 citations); dictionaries (5 citations); curriculum guides (2 citations); and Chicano literature (8

Missouri Student Grant Program, the Missouri Higher Education Academic Scholarship Program, and the Marguerite Rose Bernett Memorial Scholarship Program. It also discusses outreach activities, the proprietary school certification program, fiscal affairs, the appropriations process, and recent higher education legislation. (MDM)

ED 410 784   HE 030 319

Hamrick, Florence A.
Higher Education and Public Trust: Factors Influencing Institutional Trustworthiness.
PUB DATE- 97
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Case Studies; College Faculty; *Credibility; Faculty College Relationship; *Higher Education; Institutional Role; Mass Media Effects; *Public Opinion; *School Community Relationship; *Universities

This paper summarizes the results of a university case study that explored the process of demonstrating institutional trustworthiness and factors that influenced the institution's bid for trustworthy status. Interviews were conducted with 14 administrators and faculty, while volumes of institutional history, archival documents, and press coverage were reviewed. It was found that strategies for demonstrating institutional trustworthiness centered on a consistent portrayal of the institution as trustworthy because of its attention to realizing high-priority public goods, its institutional engagements for responding to societal needs, and the integrity and personal regard embodied by representatives on behalf of the institution. As respondents sought to demonstrate this trustworthiness, however, they were mindful of conditions or circumstances often beyond their direct control--that could facilitate or hinder perceptions of trustworthiness. A generally positive influence on public confidence in the university was respondents' involvement in the community. The administration's perceived lack of faithfulness to academic traditions of collegiality and faculty self-governance led many to question institutional integrity and trustworthiness. Virtually all respondents expressed concern about accurate media coverage of the university and its effect on public trust. (Contains 35 references.) (MDM)

ED 410 785   HE 030 320

Colbeck, Carol L.
Mission Implausible: Congruence of Faculty Work with University Mission.
PUB DATE- 96
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *College Faculty; *College Instruction; *Congruence (Psychology); Faculty Workload; Higher

PUB DATE- 97

NOTE- 279p.; This is the last conference for The Association for Educational and Training Technology.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - Proceedings (021)

DESCRIPTORS- Action Research; *College Instruction; Computer Assisted Instruction; Computer Assisted Testing; *Computer Uses in Education; Cost Effectiveness; Courseware; *Distance Education; Educational Technology; *Flexible Progression; Foreign Countries; Foreign Students; Group Instruction; Higher Education; Hypermedia; *Independent Study; Instructional Materials; Learning Processes; Metacognition; Multimedia Instruction; Networks; Open Education; Open Universities; Self Evaluation (Individuals); Student Centered Curriculum; Student Evaluation; Teleconferencing; Vocational Education

IDENTIFIERS- *Flexible Learning; Flexible Learning System; United Kingdom

Thirty-four papers explore flexible learning and its applications in higher education in the United Kingdom. The papers are: "Flexible Learning: Your Flexible Friend! Keynote Address" (Ellington); "Flexible Learning or Learning to be Flexible?" (Chalkley); "Virtually There: Flexible Learning in the New Millennium" (Land); "A Metacognitive Approach to Self-Directed Learning" (Cox); "Using Flexible Resources for Learning" (Brown); "Cost-Effective Autonomy Learning" (Elton); "Inspiring Learning with Adult Distance Learners in Higher Education" (Lawton); "Using Peer Support: Implications for Student and Lecturer" (Johnston); "Listening to Our Students Talking About Their Learning" (Catchpole and others); "A Computer-Based Introduction to Learning Skills" (Bailey); "Adopting a Student-Centred Approach to the Management of Learning: Songs of Praise and Lessons" (Hall, Saunders); "Providing Flexible Opportunities for Overseas Students at Masters Level" (Kowalski); "Workshop on Assessment of Groups of Students" (Lejk); "Computer-Assisted Assessment: Benefits and Pitfalls for Flexible Learning" (Ward); "Automated Assessment of Basic IT Skills" (Pedder); "The Learning College: An Holistic Approach to Institutional Development" (Oates, Watson); "Designing Flexible Learning Materials" (Campbell, Bayne); "Designing Open Learning for Occupational Competence" (Walmsley); "Open Learning in Support of Vocational Training and Economic Regeneration" (Clayton); "The Mixed Mode University" (Fallows, Robinson); "The Importance of Managing Student Expectations on an Undergraduate Programme" (Davies); "Education and the 'Dark Side' of IT" (Siddall); "Face-to-Face at a Distance" (Winders); "People Networking: Learning from Past Experience to Develop Effective Networks for the Future" (Field); "Instructional Design for Group-Based Learning by Computer Conferencing" (Pincas); "Support Implications for Hypermedia Flexible Learning Resources" (Betts); "A Systemic Approach to the Development of Open and Flexible Learning Environments: Studies of Implementation in the UK" (Adams, Hopkins); "Models of Knowledge, Learning and Representation for Multimedia Learning Environments" (Jagodzinski and others); "Screen Design of Computer-Based Learning materials" (Clarke); "Multimedia Courseware Engineering Lessons Learned from the Failure of Technology-Based Learning" (Marshall and others); "Now You See Me: Video as a Tool for Teaching and Assessment" (Brown, Cruickshank); "Encouraging Flexible Learning through Action Research: A Case Study of Student Perceptions" (Hinett); "I'd Like to Do the Course But...', Mentoring Flexible Approaches to Staff Development: A Case Study from New Zealand" (Haynes); and "Flexibility in Education for the Professions:

set of tools, and guidelines for critical thinking as they carry out such research. The chapters are organized around the elements of the research process which require decisions. Following an introductory chapter, Chapter 2 deals with questions about planning and designing qualitative research. Chapters 3 and 4 explore some of the main methods for generating qualitative data and deal with ontological, epistemological, practical and ethical issues associated with different methods of data set generation. Chapter 3 focuses on qualitative interviewing and Chapter 4 examines the use of observation, documents, and visual data. Chapter 5 discusses issues related to sampling and selection in qualitative research, alternative logic underpinning qualitative sampling and selection. Chapters 6 and 7 explore the analytical process beginning with a discussion of various techniques for sorting, organizing, and indexing qualitative data. Chapter 7 contains a discussion of how qualitative material can be fashioned into convincing social explanations. Chapter 8 concludes with a discussion of the qualitative research practitioner and draws together the material presented in the book to discuss the role of the researcher as a reflective practitioner in the social sciences. (Contains 64 references.) (JLS)

ED 410 821   HE 030 395

Schlachter, Gail Ann; Weber, R. David
Financial Aid for Asian Americans, 1997-99. First Edition.
PUB DATE- 97
NOTE- 380p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Asian Americans; *Awards; Eligibility; Ethnic Groups; Fellowships; Financial Support; Graduate Study; Grants; Higher Education; Information Sources; *Internship Programs; Minority Groups; *Paying for College; Reference Materials; *Scholarships; *Student Financial Aid; Student Loan Programs; Undergraduate Study; Work Experience Programs
IDENTIFIERS- Asian American Students

This directory contains information on programs open primarily or exclusively to Asian Americans including scholarships, fellowships, loans, grants, awards, internships, state sources of educational benefits, and general financial aid directories for minorities. The directory is divided into six sections. Within sections, each entry lists program title, address and telephone number, purpose, eligibility, financial data, duration, special features, limitations, number awarded each year, and deadline for application. Entries related to more than one section appear in each relevant section. The first section describes 236 scholarships to support undergraduate education in the United States. The second section describes 221 fellowships for graduate, postgraduate, or postdoctoral level study. The third section describes 33 loan programs and the fourth section describes 343 grant programs. The fifth section lists 210 internships or work experience programs. The sixth section is an annotated bibliography of 61 resources about financial aid. Indexes are included by: program title, sponsoring organization, residency, tenability (geographic locations where programs may be used), subject, and calendar deadlines. (Contains 61 references.) (JLS)

ED 410 822   HE 030 396

Education
IDENTIFIERS- *Germany

This document reports on the aims, structure, delivery, and reform of continuing education in Germany. The following are among the topics discussed: aims, definitions, and areas of continuing education; structural principles, organizations, and competencies (institutional providers, cooperation, open access, public responsibility, innovative development, situation-oriented learning, quality assurance, program management, multimedia); special experience in further learning in connection with German unification (learning within a process of social transformation, problems in developing competencies); participation in continuing education (general trends, participant groups, participation in informal vocational continuing education, internal and external conditions affecting participation); adult educators and their qualifications and training; and current reform efforts (eliminating marginalization, supporting self-directed living and learning, overcoming separations between general and vocational continuing education, using new technologies, orienting the continuing education sector to the employment crisis, developing a learning society). Concluding the document are 70 footnotes. (MN)

ED 410 379 CE 074 388

Reference Points. The Four First International Conferences on Adult Education and Their Political, Social, Cultural and Educational Context.
PUB DATE- 97
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Change Strategies; Community Development; *Conferences; Continuing Education; Developing Nations; Economic Development; Educational Change; *Educational Environment; Educational Needs; Educational Policy; Foreign Countries; International Educational Exchange; International Organizations; *International Programs; Lifelong Learning; *Politics; Position Papers; Social Change; *Social Environment
IDENTIFIERS- UNESCO

This document contains information about the first four international conferences on adult education and their political, social, and educational contexts. The document presents chronological summaries of key events that occurred in the political, social, and educational spheres in each of the years from 1945 through 1997. The discussions of each of the four conferences (which were respectively held in Elsinore, Denmark in 1949; Montreal, Canada in 1960; Tokyo, Japan in 1972; and Paris, France in 1985) are grounded in their respective critical contexts: the postwar period (1945-1949); the outbreak of decolonization (1960); the heart of the Cold War and what appeared to be certain economic growth (1972); and the middle of the economic crisis (1985). Overviews of each of the four conferences are presented along with the conference declarations and summaries of the activities of the conferences commissions. Special attention is paid to the activities of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and to international efforts in the areas of literacy, lifelong learning, continuing training, and supporting community development from within. Three papers are included: "I Was in Elsinore..." (Mark Van Aelbrouck);

(CDMSES-SF) measured each participant's degree of belief that he or she can successfully complete tasks necessary for making effective career decisions. Career beliefs of participants were measured by the Career Beliefs Inventory. Participants completed both instruments and were randomly assigned to either the SII feedback condition, control, or SII completion-only group. Students who completed the SII and participated in the feedback session were more likely to believe that they are personally responsible for career decision making than were students who completed the SII without feedback. Students who completed the SII with or without feedback were more likely to believe that career success and satisfaction were the result of hard work and effort than were the control group. There were no significant differences in a sense of control over career decision making among the three groups. (Appendixes include 37 references and 2 tables.) (YLB)

ED 410 397 CE 074 535

Dawes, Mary E.; Horan, John J.; Hackett, Gail
Experimental Evaluation of Self-Efficacy Treatment on Technical/Scientific Career Outcomes.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, IL, August 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Development; *Career Choice; Career Counseling; *Career Development; Career Education; *Career Exploration; *Decision Making; Educational Research; Grade 7; Grade 8; Junior High Schools; Occupational Aspiration; Self Concept Measures; Self Control; *Self Efficacy; Social Behavior; Social Cognition; Social Development; *Technology Education

A study evaluated experimentally a technology education program designed to provide mastery experiences described in Bandura's self-efficacy theory (1986) and predicted to improve career decision making. Seventh graders (n=97) and eighth graders (n=72) were stratified on grade level and randomly assigned either to a commercially published technology education program with self-efficacy components or to control curricula. Over 7 weeks, the experimental program attempted to foster exploration and performance accomplishments in the students' choice of 3 out of 21 possible technical and scientific careers. Pre- and posttest instruments assessed technical/scientific self-efficacy and career interest. Three separate MANOVAs showed no treatment effects were found, possibly because students in the experimental group were allowed to choose modules that might reflect their own interests, thus influencing their favorable ratings of the program. (Contains 37 references.) (YLB)

ED 410 398 CE 074 536

Tay, Kenneth Kim; Hill, Joseph A.; Ward, Connie M.
Factorial and Structural Validity of Holland's Hexagonal Model for an Asian Student Population.
SPONS. AGENCY- National Career Development Association, Alexandria, VA.; Association for Computer-Based Systems of Career Information.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, IL, August 15-18, 1997).

*Manufacturing; Postsecondary Education; *Production Techniques; Productivity; Secondary Education; Teaching Guides; Teaching Methods; Technological Advancement; *Technology Education; Thinking Skills; Units of Study; Vocational Education

These instructional materials include a teacher's guide designed to assist instructors in organizing and presenting a unit of study on manufacturing technology and a student guide. The materials are based on the curriculum-alignment concept of first stating the objectives, developing instructional strategies for teaching those objectives, and then evaluating based on the objectives. Topics covered in the teacher materials include the following: using Agency for Instructional Technology (AIT) media programs; attachment-point construction; and forming, casting, and conditioning a paperweight casting. The teacher edition includes the following: suggested activities, learning activities sheet, optional assignment sheets, answers to assignment sheets, teacher supplements, written test, answers to written test, and unit evaluation form. In addition, the teacher edition includes a section on use of the publication, a competency profile, instructional and task analyses, academic and workplace skill classifications and definitions, and a related academic and workplace skills list. Topics covered in the student materials are as follows: manufacturing careers, materials and processes used to produce a manufactured produce, elements of the methods used to process the basic industrial materials, planning a production process, evaluating a production process, fabricating and testing composite materials, composite materials used in airframe manufacturing, and wing-spar pattern. The student edition includes the following components of a unit of instruction: objective sheet, information sheet, assignment sheets, lab activity sheets, and student supplements. (KC)

ED 410 415   CE 074 579

Beeby, Ellen; Crummett, Jerrie
Basics of Desktop Publishing. Second Edition.
PUB DATE- 97
NOTE- 345p.; For related documents, see CE 074 580-582.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competence; Competency Based Education; Computer Graphics; Computer Oriented Programs; *Computer Software; *Design; *Desktop Publishing; *Layout (Publications); Learning Activities; Lesson Plans; Microcomputers; Occupational Information; Postsecondary Education; Publications; Secondary Education; Task Analysis; Teaching Guides; Teaching Methods; Test Items; Transparencies; Units of Study

This document contains teacher and student materials for a basic course in desktop publishing. Six units of instruction cover the following: (1) introduction to desktop publishing; (2) desktop publishing systems; (3) software; (4) type selection; (5) document design; and (6) layout. The teacher edition contains some or all of the following components of a unit of study: suggested activities, instructor supplements, assignment sheet answers, written test, written test answers, unit evaluation form, and transparency masters. The teacher edition also includes introductory pages that contain, in addition to the general information such as the table of contents, since small to medium-sized organizations that offer employment to COA students typically do not recruit on campus and COA students underuse Career Resource Center (CRC) services. The task force recommends these major program areas for the COA Career Planning and Placement Program: career planning, job search skills, experiential education programs, graduate and professional school opportunity development, and employer development. It recommends that a mechanism to provide more professional time to the CRC COA Liaison, a new half-time position related to career planning and placement, and continued CRC support of these priorities for the CRC COA Liaison: job search skills, employer development, and experiential education programs. The task force also recommends that the objectives and responsibilities of the Undergraduate Student Relations Council be clearly defined and understood so it may serve as the conduit for information between the placement coordinator, Academic Programs Office, academic units, and students. (Appendixes include information on the Gator Resume Action Disk and job search strategies for COA students.) (YLB)

ED 410 432 CE 074 608

Fahy, Patrick J.
Graduate Students' Interests in Technology Training: Results of a Survey.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Ed-Media and Ed-Telecom Conference (Calgary, Alberta, Canada, June 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; *Distance Education; Educational Methods; Educational Research; *Educational Technology; Foreign Countries; Graduate Study; Higher Education; Information Technology; Masters Degrees; Needs Assessment; Student Attitudes; *Student Interests; *Student Needs; *Teacher Education; Technological Advancement
IDENTIFIERS- Canada; *User Training

A two-part survey of 69 students (35 percent response) enrolled in the Master's of Distance Education (MDE) program at Athabasca University in December 1996 addressed three questions: (1) what specific technologies were of most interest to MDE students; (2) whether students accustomed to studying completely at a distance would accept a proposed hands-on technology workshop as part of the course; and (3) whether there were alternatives to requiring participants to come to the workshop. The study consisted of a computer-based questionnaire and telephone interview. One-fourth of respondents were noncommittal on attending the workshop. Many indicated that distance methods and technologies should be used to provide access to the workshop content, without the expense and inconvenience of coming to Edmonton. The technologies rated highest in the survey and mentioned most often in the interviews were World Wide Web-based development and delivery, videoconferencing, and computer conferencing. Respondents desired the following specific skills: technical, leadership, and applications skills; information and knowledge necessary to provide familiarity with the technologies; and the background to enable confident communication with technicians. Students perceived a great need for hands-on experience with technologies. A number of respondents suggested regional workshops. Respondents approved of the use of a wide range of education. The second section describes components of the instructor's section of the TLA: background information; priority academic student skills; suggested activities; suggested resources; instructional sequence; equipment, tools, and supplies summary worksheet; pretest and posttest; test answers; and evaluation summary. The third section describes components of the student's section: introduction; summary of activities; pretest instructions; assignments to turn in; goal; words you should know; priority academic student skills; objectives; related Technology Student Association event(s); academic and workplace applications; impact statements; career search; posttest instructions; and Skunk Works (optional activity). The fourth section identifies hazard alert messages. The actual instructor's and student's sections follow. Activities include the following: research career opportunities; perform active range of motion exercises; assist patient in walking with crutches; use professional materials to research and report on therapeutic/rehabilitation procedures; explore how to use creative arts; calculate caloric value in meals; and research and select a list of resources for visually impaired students making the transition from high school to college. (YLB)

ED 410 450 CE 074 641

Skills for Life. Teacher's Resource Materials.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Career and Technology Education.
PUB DATE- 97
NOTE- 1079p.; For 1991 version (unfinished), see ED 339 887.
LANGUAGE- English
EDRS Price- MF8 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Rearing; *Citizenship Education; Citizenship Responsibility; Classroom Techniques; *Communication Skills; Consumer Education; *Consumer Science; Course Content; Daily Living Skills; *Employment Potential; Family Life Education; Family Work Relationship; Health; *Health Education; Home Economics Skills; Individual Development; Job Skills; Learning Activities; Learning Modules; Lesson Plans; *Parenthood Education; Secondary Education; Self Evaluation (Individuals); State Curriculum Guides; Teaching Guides; Teaching Methods; Units of Study

This document contains research-based resource materials designed to help teachers teach life skills to students in grades 7-12. It contains eight units that cover life skill categories identified through research. Each unit consists of several self-contained modules that can be taught in any sequence and incorporated into a variety of courses. Each module includes the following components: text, teaching strategies, learning activities, transparency masters, and answers to learning activities. The packet also contains information about the project that developed the resource materials and suggestions for use. Modules in the personal development skills unit are as follows: self-esteem, social conduct, and understanding cultural differences. The health and wellness skills unit includes these modules: stress management, AIDS awareness and prevention, weight control, human nutrition, substance abuse, sex education, and cancer and cardiovascular disease. Five modules in the citizenship skills unit are as follows: effective citizenship, U.S. flag, parliamentary procedure, United Nations, and misdemeanors and felonies. Communication skills unit contains the following: verbal and nonverbal

Disadvantaged Youth.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Education; *Disadvantaged Youth; *Education Work Relationship; *Educational Quality; Educational Research; Futures (of Society); Job Skills; *Job Training; Lifelong Learning; *Partnerships in Education; Postsecondary Education; Program Design; Program Effectiveness; Program Implementation; School Business Relationship; School Community Relationship; Secondary Education; *Vocational Education; Work Experience Programs

Work preparation should provide adequate qualifications for sustained labor market participation and lifelong learning that lead to economic self-sufficiency and positive engagement as family members and citizens. Five barriers to productive transitions confront disadvantaged urban youth: changing structure of employment opportunity; skills mismatches in urban areas; employer discrimination; negative influences of family and neighborhood life; and weaknesses within youth-serving institutions. Ten lessons from research and practice address these barriers: modest interventions have modest and short-lived impacts; second-class systems yield second-class results; traditional didactic teaching methods fail significant numbers of young people; work is a powerful motivator and catalyst for learning when provided in a supportive, learning-rich context; a strong, direct connection to the local labor market and its employers is critical; work preparation strategies must take into account young people's developmental needs; strong relationships with competent, caring adults are essential; impacts of program design on different population subgroups vary greatly; quality of implementation matters greatly; and results take time. Priorities for the future are strategies to address the economic and social landscape of opportunity, improve the design and delivery of skill-related interventions, and improve community-level partnerships. (Contains 208 references.) (YLB)

ED 410 470   CE 074 679

Taylor, Judith Combes
Learning at Work in a Work-Based Welfare System: Opportunities and Obstacles. Lessons from the School-to-Work Experience.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Education Work Relationship; *Employer Attitudes; Job Skills; *On the Job Training; *Partnerships in Education; Postsecondary Education; School Business Relationship; School Community Relationship; Secondary Education; Technical Assistance; Vocational Education; *Welfare Recipients; *Work Experience Programs

A study assessed the relevance of work-based learning approaches used in school-to-work efforts. Evidence indicated that employers were steadily raising the entry requirements into the low end of the labor market. Despite the serious skill deficiencies of welfare recipients, employers felt no responsibility to people who lacked the basic skills needed to paper opens with ways to apply Erickson's work. It emphasizes a philosophical framework where the therapist is clear in what he or she is doing and where a definitive goal is envisioned. This involves communicating clearly with the client and recognizing the unique components of each client's story. Characteristics of Erickson's work are then described, including his use of creativity and outrageous acts. Emphasis is placed on the importance of initial approaches in therapy, since all aspects of therapy will follow this first formulation. It is argued that therapists should fix what is wrong and a description of the source of therapeutic change is provided, such as experiential change, unconscious functioning, and responsible identity formation. How change occurs is also important to the process and some of the hypnotic principles that Erickson employed, such as reframing, concentrated effect, control dominant effect, and symptom alteration are discussed. The paper closes with an overview on ending therapy and claims that the therapeutic process does not really end and that a client will always remain a client. (RJM)

ED 410 489   CG 027 962

Daniel DiGregorio, Kristie; Diamond, Miriam Rosalyn; Passi, Candace Ennesser
Partners in the Wilderness: Building Alliances with Faculty to Redefine Learning.
PUB DATE- 96
NOTE- 41p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (Atlanta, GA, March 14-17, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Freshmen; College Seniors; College Students; *Extracurricular Activities; Higher Education; Nontraditional Students; Student Characteristics; *Student College Relationship; Student Personnel Services; *Student Personnel Workers; Teacher Student Relationship

An irony of the college experience is that a substantial amount of students' time and, potentially, a majority of student learning, occurs outside the classroom. Since non-classroom interaction with faculty is a central component of such learning, three studies that illuminate different facets of these interactions are presented here; they explore how student affairs professionals might collaborate with faculty to redefine student learning. The first study looks at upper-level students' perspectives on why students engage or do not engage in out-of-classroom interactions. In contrast to the first study, the second research project focused on college freshmen to determine whether frequent informal student-faculty interaction has a positive effect on college outcomes. The last study assesses the experiences of adult students and examines to what extent returning adult undergraduates become involved with and feel they matter to others, particularly faculty, in their learning environments. Following each study is a discussion of the study's relevance for student affairs practitioners and ways in which student affairs professionals can build alliances with faculty. (RJM)

ED 410 490   CG 027 964

Pope, Stan
Increasing Family Commitment to Treatment Goals through In-

the ages of 10 and 13. More than 90% were knowledgeable about AIDS. More Blacks than Whites, and more boys than girls, reported being sexually active. (RJM)

ED 410 509 CG 027 996

Spadafore, Gerald J.; Spadafore, Sharon J.
Spadafore-Attention Deficit Hyperactivity Disorder Rating Scale: A New Instrument.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Anaheim, CA, April 2-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attention Deficit Disorders; *Clinical Diagnosis; Elementary Secondary Education; Evaluation Methods; Hyperactivity; Interpersonal Competence; Questionnaires; Rating Scales
IDENTIFIERS- Impulsiveness

Attention Deficit/Hyperactivity Disorder (ADHD) is a perplexing disorder that is both over- and under-diagnosed. A newly published instrument designed to identify ADHD children through a comprehensive diagnostic procedure is described here. The paper opens with discussions of ADHD and medication; related consequences of ADHD, such as social skills, academics, noncompliance, and self-concept; and an overview of problems surrounding the way ADHD is currently assessed. Some suggested steps for conducting an ADHD assessment are described, including classroom observations and academic and/or social development. The new rating scale is then presented. The Spadafore-Attention Deficit Hyperactivity Disorder Rating Scale views ADHD as a broad childhood disorder which includes a wide range of manifested symptoms that have the potential to negatively impact a child's academic and social environment. This scale was normed on 760 students from 16 states and 37 school districts; three factors emerged and were subsequently labeled Hyperactivity/Impulsivity; Attention; and Socially Maladjusted. The Spadafore scale provides school psychologists with a reliable instrument when diagnosing children for ADHD. Attached are the Spadafore-Attention Deficit Hyperactivity Disorder Rating Scale; ADHD Index; ADHD Diagnosis; and ADHD Treatment. (RJM)

ED 410 510 CG 027 997

Spadafore, Gerald J.
Functional Therapy.
PUB DATE- 97
NOTE- 60p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Anaheim, CA, April 2-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Modification; *Cognitive Restructuring; Coping; *Counseling Techniques; Counseling Theories; Elementary Secondary Education; Problem Solving; Pupil Personnel Services; Questionnaires; Responsibility; *Student Behavior; Student Development; *Training Objectives
IDENTIFIERS- Functionalism; *Social Skills Training

Materials; *Reading Motivation; Student Motivation; *Student Participation
IDENTIFIERS- Leisure Activities; Newspaper in Education Program

A method of facilitating leisure reading time in the classroom is described here. It encourages leisure reading as a natural, uninterrupted process at school, so students may see how enjoyable reading is and transfer those positive feelings to reading at home. Each Wednesday, junior high school students in Centerville, Indiana, spend an average of 12 minutes of class time in uninterrupted reading. Students read magazines and books they bring to class or they may check out a book from those provided by the teacher. Newspapers are also furnished weekly through a "Newspapers in Education" program of the Richmond, Indiana newspaper, "The Palladium Item." A "Read a Marathon" contest is used to encourage and to measure seventh-grade student participation, with the top 3 readers winning $20, $15, or $10 gift certificates from a local athletic store. Teachers from all subject areas in the middle school/junior high curriculum might consider providing time for students to read materials of their own choosing. (CR)

ED 410 529   CS 012 889

Schneebeck, Judy; Tompkins, John F.
Reading/K-5 Language Arts Program Evaluation, 1996-1997.
PUB DATE- 97
NOTE- 47p.; Best available copy. For a related document, see CS 215 959.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Language Arts; Program Effectiveness; Reading Difficulties; *Reading Instruction; Reading Programs; Staff Development; Student Needs; *Teacher Effectiveness
IDENTIFIERS- *Des Moines Public Schools IA; Reading Is Fundamental; Reading Recovery Projects

The Reading/K-5 Language Arts Program of the Des Moines (Iowa) Independent Community School District is directed by its mission statement to provide a quality educational program to a diverse community of students where all are expected to learn. In 1996-97, the elementary instructional materials selection committee studied students' achievement and teachers' instructional practices to establish criteria for selection of an elementary reading program. Instructional time allotted to Reading/K-5 Language Arts ranges from 38% in kindergarten to 45% in fifth grade. The Reading Is Fundamental program is supported by federal and local matching funds. The supervisor's 1996-97 goal is to provide leadership in selecting and implementing a comprehensive elementary reading/language arts program that facilitates instruction and promotes student growth in reading and writing. Supervisor activity from 1993-94 to the present documents over 500 visits to schools and over 300 in-services for teachers, parents, and administrators. The primary strength of the program is its committed and competent teachers. The deficiency of the program is the documented achievement gap between students qualifying for free/reduced lunch and those who do not. The supervisor will continue to support literacy growth by implementing the recently recommended elementary reading instructional materials adoption, and encouraging the use of exemplary instructional methods from the Reading Recovery program. The following needs will guide the program's direction: (1) identify assessment practices and instructional methods that address young

Relationship; *Spelling Instruction; Teaching Guides; *Whole Language Approach; *Writing Instruction
IDENTIFIERS- Reading Flexibility

Designed to offer a balanced instructional approach for language arts, this book combines a systematic phonics program with whole language. It teaches reading skills by using the children's own language, basal readers, poems, and songs, and by emphasizing writing, spelling, listening, and speaking skills. The book includes daily lesson plans, strategies and activities, transparency masters, and other reproducible resources. It provides detailed reading assignments, sample letters to parents about reading at home, ideas on using colors, chalkboards, and overhead to teach reading, and tips on using tape recorders, flashcards, magnets, and pocket charts. Lessons in the book reinforce and build on students' prior learning. The book provides first-grade teachers with detailed lesson plans for the first 20 days of school, plus lessons, techniques, and activities to use throughout the school year. For kindergarten teachers, the book offers idea to use with early readers, and for second- and third-grade teachers, it can be used to review students' skills and to work with slower students. A list of additional resources and a bibliography conclude the book. (NKA)

ED 410 548 CS 012 910

May, Frank B.
Reading as Communication: To Help Children Write and Read. Fifth Edition.
PUB DATE- 98
NOTE- 570p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; *Classroom Environment; *Classroom Techniques; Educational Technology; Elementary Education; Emergent Literacy; Reading Comprehension; *Reading Instruction; Sight Vocabulary; Student Evaluation; Teaching Guides; Teaching Methods; Vocabulary Development; *Writing Instruction
IDENTIFIERS- Process Approach (Writing)

Implementing numerous changes and deletions from the fourth edition, the fifth edition of this book aims to balance an emergent, social development environment with a sharper awareness of children who have missed out on much of the natural literacy development teachers would so much like to enhance. All chapters in the book have been updated with respect to new research, new ways of thinking, and new terminology that students of teaching need to learn. In this fifth edition, writing is shown as an equal partner throughout the book. Technology has a special place in the book at the ends of chapters 5-15: the newest ideas about integrating technology with literacy development are present in post-chapter sections. Chapters in the book are: (1) The Developmental View of Literacy Cultivation: Successful Teachers Understand How Learners become Literate; (2) The Environmental View of Literacy Cultivation: Successful Teachers Create a Classroom Community in Which Collaboration and Literacy Go Hand in Hand; (3) The Process View of Literacy Cultivation: Successful Teachers Understand the Nature of Reading and Writing; (4) Comprehension: Developing the Spirit of Fluency and Inferential Thinking; (5) Increasing Fluency and

Langer, Judith A.
Thinking and Doing Literature: An 8-Year Study. Report Series 6.8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Research; Cognitive Processes; Elementary Secondary Education; *English Instruction; Evaluation Methods; Field Studies; *Literature Appreciation; Student Evaluation; Teaching Methods
IDENTIFIERS- *Response to Literature

A series of studies conducted over an 8-year period by the National Research Center on Literature Teaching and Learning examined the ways people think when they read literature and the ways in which instruction could support those kinds of thinking. The research studies were based on both a constructivist and social/communicative tradition. Some 10 field researchers collaborated with about 50 teachers and their students. The participating classes included pre-kindergartners through adults, with a major emphasis on the middle and high school grades. The studies demonstrated the ways in which the open-ended exploratory nature of considering possibilities from a variety of stances helps enrich and complicate meaning. It was also learned that supporting students' development of literary understandings is often difficult for teachers to sustain for lack of instructional models. Findings led to the development of an alternative pedagogy and procedures for ongoing assessments of students' progress. Interactions with students convinced the researchers that literature and storytelling can play an important role in enriching students' understandings across subject areas, and the process of exploring horizons of possibilities can be helpful in content classes even when literature is not read and point of reference learning is the goal. (Contains 16 references.) (RS)

ED 410 569 CS 215 892

Otto, Cheryl
Quilting as Currere: Me as Teacher.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Constructivism (Learning); Graduate Study; Higher Education; *Journal Writing; Methods Courses; Relevance (Education); Teacher Education; Teacher Motivation; *Teacher Response; *Theory Practice Relationship
IDENTIFIERS- *Curriculum Theories; Intertextuality; Personal Writing; Quilting; *Teaching Perspectives

While learning to quilt, and subsequently seeing quilting everywhere, one teacher decided to make a quilt with the theme of herself as a teacher. Quilts are stories told in visual form, and connections exist between curriculum theory and quilting. During a Master's program, the teacher learned about various curriculum theorists and was amazed at the intertextualities that could be made with quilting. Margorsh Maruyama's three categories (1974), the hierarchist, the mutualist, and the individualist curriculum approach, are all

Schools; *Poetry; Student Writing Models; Teaching Methods; Writing Assignments
IDENTIFIERS- Middle School Students

Suggesting that poetry can be inserted into any classroom in any curricular area, this paper discusses reading and writing poetry in middle school classrooms. The paper begins with advice on reading poetry in content classrooms, and then presents a 31-item bibliography of poetry sources "for browsing." The paper then presents tips for writing content poems and a 10-item bibliography on writing poetry. It then presents descriptions, teaching methods, and samples of 10 types of poems: acrostics, biopoems, cinquain poems, concrete poems, diamante poetry, found poetry, letter poems, list poems, recipe poems, and visual response poetry. (RS)

ED 410 588 CS 215 965

Christian, Scott
Exchanging Lives: Middle School Writers Online.
PUB DATE- 97
NOTE- 157p.; Foreword by Andrea A. Lunsford.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Mediated Communication; Intermediate Grades; Junior High Schools; *Literature Appreciation; Middle Schools; Online Systems; Rural Education; *Teacher Role; *Writing (Composition)
IDENTIFIERS- *Dialogic Communication; Diary of Anne Frank; Middle School Students; Personal Writing; Writing Networks

This book, which began as a teacher research project, goes inside the Anne Frank Conference, an online literary exchange among middle school students, to examine how the conference experience has fundamentally changed who the students are as writers. The book provides background by discussing the implementation of the Bread Loaf Rural Teachers Network (BLRTN)--a network of teachers from Arizona, Alaska, Vermont, South Carolina, Mississippi, and New Mexico--which grew from the recognition that rural teachers have limited staff development and collaboration opportunities, as compared to teachers in urban areas, and generally lag behind the educational mainstream in terms of technology and equity of funding. The book also sets the stage by "going to" Europe just prior to World War II and presenting various aspects of the historical period. Then, the book looks closely at the writing itself, using a specific taxonomy developed to better understand the new literacy which is emerging. Noting that the writing that emerged was striking in its quality and honesty, the book finds that individual responses to the "Diary of Anne Frank" grew into an online dialogue about growing up, human nature, literature, life, and more. One particular student's experience as a participant in the Anne Frank Conference is recounted in detail in the book. Finally, some of the implications of the online exchange are discussed in terms of the literacy of the students and of the participating teachers. (NKA)

ED 410 589 CS 215 967

Strickland, James
From Disk to Hard Copy: Teaching Writing with Computers.
PUB DATE- 97
NOTE- 142p.
LANGUAGE- English

and video resources, and information on joining Open Space Institutes are attached. (RS)

ED 410 608 CS 509 566

Owen, Harrison
Open Space Technology: A User's Guide. Second Edition.
PUB DATE- 97
NOTE- 198p.; For a related book, see CS 509 565.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; *Group Dynamics; Higher Education; *Meetings; Organizational Theories; *Organizations (Groups); Planning; Theory Practice Relationship
IDENTIFIERS- *Open Space Technology; Spatial Context

Suggesting that Open Space Technology (OST) is an effective, fast, and easily repeatable strategy for organizing meetings of between 5 and 1,000 participants, this book presents a hands-on, detailed description of the rationale, procedures, and requirements of OST. The book discusses how OST enables self-organizing groups of all sizes to deal with hugely complex issues in a very short period of time. The book outlines the practical considerations necessary to create Open Space. Chapters in the book are: (1) "Open Space Technology?"; (2) "Preparation"; (3) "The Electronic Connection"; (4) "Personal Preparation for Open Space"; (5) "Site Preparation"; (6) "Getting Started: Creating Time and Space"; (7) "The Four Principles and the One Law"; (8) "Time to Go to Work"; (9) "Holding Space and Time"; (10) "Special Considerations for Three-Day Events"; (11) "Endings and New Beginnings"; (12) "Fringe Benefits and Follow-Up"; and (13) "What Next?" A list of seven Open Space print and video resources; and information on joining Open Space Institutes are attached. (RS)

ED 410 609 CS 509 569

Swanson, Douglas J.
Public Service Announcements and the Fight against AIDS: A National Survey of Television and Radio Broadcasters' Attitudes and Policies.
PUB DATE- 97
NOTE- 26p.; For an earlier related study, see ED 389 030. Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Attitude Measures; Audience Response; *Broadcast Industry; Community Education; Health Education; *Mass Media Role; Media Research; National Surveys; Public Health; *Radio; *Television
IDENTIFIERS- *Gatekeeper Role; Health Communication; Media Campaigns; *Public Service Advertising

A follow-up national study surveyed 500 television and radio broadcasters to further understanding of their role as gatekeepers for public service announcements (PSAs) to educate audiences about AIDS, and to bring about "safe" behavior. Respondents were asked to provide information about their stations, and their stations' use of HIV/AIDS PSAs. Of the 19.2% responding to the survey, most reported using HIV/AIDS PSAs (87.4%). Only 37.7% agreed that HIV/AIDS is a significant

(055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audio Equipment; *Computer Selection; Equipment Evaluation; Higher Education; *Production Techniques; *Radio; Student Development; Teaching Guides
IDENTIFIERS- *Campus Radio Stations; *Digital Technology

As digital audio evolves, it is only natural that college radio stations reflect the same industry standards. Managers of college radio stations are facing the dilemma of making the decision of which digital audio system to acquire. A specific characteristic for those in the academic world is that whatever piece of equipment is chosen will be around for a long period of time. It is imperative that all possible uses be considered when choosing a system. Teachers of audio/radio production, ironically, are finding themselves returning to the world of analog concepts--the concepts of audio and radio production are best learned in the analog world. One university professor's experience (endorsed by professional studio producers) is that an understanding of digital concepts and theory is more important than learning a specific system. (A checklist and a list of software and hardware examples are attached.) (RS)

ED 410 628 CS 509 601

Sauls, Samuel J.
College Radio: 10 Points of Contention from the Management Perspective.
PUB DATE- 95
NOTE- 18p.; Paper prepared for the Texas Association of Broadcast Educators Fall Student/Faculty Conference (San Antonio, TX, September 30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Behavior; *Administrator Role; Community Attitudes; Higher Education; Interpersonal Communication; *Radio
IDENTIFIERS- *Adviser Role; *Campus Radio Stations; Media Coverage

While management styles and theories differ among administrators of college radio stations, the views concerning the aspects of college radio, both on and off campus, tend to be consistent. Tendencies inherent to the administration of college radio stations are that: (1) college and university radio stations are operated in an on-going manner; (2) the full-time operation of college and university radio stations are run by part-time/volunteer staffs; (3) funding is limited; (4) the campus community continually makes demands on the station for coverage, but lacks the knowledge of the staffing, funding, and operational limitations of the station; (5) faculty advisors who oversee administration and operation of the stations provide needed continuity as student staffs change; (6) other faculty members continually make suggestions as to the operation and improvement of the station, but do not actually participate in the operation; (7) the local community is "confused" concerning the station; (8) the college will fully recognize the local commercial station for minimal coverage but seldom recognizes the campus station for its on-going coverage of school events; (9) the campus radio station and the campus newspapers face different obligations; and (10) station managers/advisors can use communication to foster harmony and outcomes were significant only for students who successfully completed the program. Although the program staff reported a success rate of 87 percent, a more accurate success rate may be closer to 39 percent. Three tables are included. (Contains 40 references.) (LMI)

ED 410 647 EA 028 539

Greyser, Linda L.
An Examination of Change Resulting from a Public Policy Shift from "Falls the Shadow: Changes in Funding Massachusetts K12 Public Education in the First Decade of Proposition 2 1/2, 1982-91."
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Costs; Educational Equity (Finance); Elementary Secondary Education; *Fiscal Capacity; *Property Taxes; *Public Education; *Resource Allocation; School District Wealth; *State Aid; State Legislation
IDENTIFIERS- Hierarchical Linear Modeling; *Massachusetts

In November 1980, Massachusetts citizens voted to limit the allowable increase in local property tax revenue by supporting a state-ballot referendum named Proposition 2 1/2. This paper presents findings of a study that examined changes in both the sources and extent of funding for public education in Massachusetts communities during the first decade of Proposition 2 1/2, fiscal years 1982-1991, and explored whether or not those changes were associated with a community's socioeconomic/demographic profile. The study used hierarchical linear modeling (HLM) to examine how and why funding changes occurred. Five outcomes were examined: integrated school costs; integrated per pupil costs; gross state aid allocation; the percentage of municipal spending that is integrated school costs; and the percentage of integrated school costs that is gross state aid. The data indicate that while communities might have sought fiscal equilibrium, their condition increasingly becomes one of fiscal disequilibrium. Some kinds of communities fared better than others. The flow of state aid was the first crucial determinant of a community's apparent financial well-being, followed by a community's growth profile. The tax cap was a destabilizing force that only temporarily reversed the course of property tax growth. Finally, economic models represent an ideal world; however, the real world of children, schools, and communities is much more complex. Seven exhibits are included. (LMI)

ED 410 648 EA 028 540

Winograd, Peter; Jones, Deneese; Perkins, Fran
The Politics of Portfolios, Performance Events and Other Authentic Assessments. UKERA Occasional Papers, No. 0007.
PUB DATE- 94
NOTE- 19p.; Paper presented at the Annual Meeting of the International reading Association (39th, Toronto, Ontario, Canada, May 1994.)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

based budget process--coupled with a greater emphasis on program evaluation and monitoring--can lead to significantly better use of existing resources and increased public confidence. One figure is included. (LMI)

ED 410 666 EA 028 564

School Improvement Team: Parents' Handbook.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Management Teams; *Parent Participation; *Parent Role; Parent School Relationship; *Participative Decision Making; Policy Formation; *School Based Management
IDENTIFIERS- *North Carolina; *School Improvement Teams

The role of parents in school-based management is extremely important. All public schools in North Carolina are required to have school-improvement teams, which are usually composed of the principal, teachers, and parents. This handbook was designed to help parents and principals understand and define the parents' role on the school-improvement team. The intent is to give a basic overview of school-improvement teams and to clarify the role, rights, and responsibilities of parents in the process. A glossary and resource information are included. (LMI)

ED 410 667 EA 028 565

Illinois Learning Standards. First Edition.
PUB DATE- 97
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Curriculum Development; Educational Assessment; *Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; Minimum Competencies; Performance; *State Standards; Student Evaluation
IDENTIFIERS- *Illinois Learning Standards

The Illinois Learning Standards are required learning targets for Illinois students and schools. This guidebook includes the Illinois State Goals for Learning in seven learning areas (as updated from the 1985 Learning Goals), Learning Standards for each of the State Goals, and Learning Benchmarks that define progress at five developmental levels for each standard. The seven learning areas include English language arts, mathematics, science, social science, physical development and health, fine arts, and foreign languages (advisory standards). The guidebook also describes the historical and philosophical background of standards-based education and the standards-development process in Illinois. Appendices contain a glossary, a chart that compares the 1985 State Goals with the 1997 Learning Standards, and a list of participants in the standards-development process. (Contains 131 references.) (LMI) evaluative publications, all of which were based on data collected between 1985 and 1995. The paper presents some cautions about data interpretation and suggests implications for future evaluation of schoolwide projects in schools and districts. It concludes that evaluations of student performance have yielded mixed and inconsistent results. Reliable, longitudinal evaluations must continue to be conducted beyond the initial phase. Three tables are included. Appendices contain district-level studies of program effectiveness and student performance. (Contains 23 references.) (LMI)

ED 410 687 EA 028 591

Swanson, Julie D.
Principals' Perspectives on Factors Which Facilitate and Block Powerful Learning.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acceleration (Education); Administrator Attitudes; Administrator Responsibility; *Administrator Role; *Educational Change; Elementary Education; *Leadership Styles; Organizational Development; *Principals
IDENTIFIERS- *Accelerated Schools

This paper presents findings of a year-long case study that examined the use of gifted-and-talented teaching strategies, which are similar to those used to create powerful learning, in three accelerated elementary schools. The paper explores, from the principals' perspectives, school, teacher, and community factors that promoted and/or blocked powerful learning. Data were gathered through indepth interviews with each of the three school's principals, interviews with eight teachers, and observation of the eight teachers' classrooms. The study found that: (1) providing basic supports necessary to teach well is essential; (2) building capacity and providing opportunity for individual change is critical; (3) there is a need for growth and change as a community; and (4) the principal in an accelerated school must pay conscious and constant attention to explicitly communicating a vision of the school and powerful learning. (Contains 23 references.) (LMI)

ED 410 688 EA 028 592

Loosening the Reins: How Flexibility Policies Contribute to Student Achievement.
PUB DATE- 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Decentralization; Educational Improvement; *Educational Policy; Elementary Secondary Education; Policy Analysis; Program Effectiveness; *School District Autonomy; School Restructuring; State Legislation; State Regulation; *State School District Relationship; *State Standards

Many states give individual schools the authority to make decisions in response to local conditions while still meeting

DESCRIPTORS- Adults; *Attitudes; *Disabilities; Employee Attitudes; *Employment Experience; Employment Potential; Family Involvement; Focus Groups; Job Satisfaction; Needs Assessment; Qualitative Research; Supported Employment

This qualitative study examined the perspectives of people with significant disabilities (N=23) and their family members about their overall employment experiences, outcomes, and expectations. Four focus groups were convened, two groups of people with significant disabilities and two groups of family members. Disabilities represented included mental retardation, physical and psychiatric disabilities, sensory impairments, and substance abuse. Key topics discussed in both consumer and family member focus groups included: (1) job outcomes/satisfaction (both groups indicated feeling productive and keeping busy were essential aspects of work); (2) obstacles to employment (disclosure of disability status, lack of appropriate services by state vocational rehabilitation agencies, and lack of appropriate job matches); (3) support at work (supportive role of job coaches and employers); (4) relationships at work (importance of feeling important); (5) goals and expectations (dead end jobs and plans to upgrade skills); and (6) family concerns (conflicts between encouraging independence and wanting to protect from harm). Implications for professionals working with individuals with disabilities include recognizing the importance of meaningful work in the lives of people with disabilities; addressing discrimination and stigma in the workplace; providing a variety of individualized supports on the job; and encouraging consumer and family involvement in the vocational rehabilitation system. (DB)

ED 410 708 EC 305 761

Cook, Bryan G.; Semmel, Melvyn I.

Peer Acceptance of Integrated Students with Disabilities as a Function of Severity of Disability and Classroom Composition. A Preliminary Report.

PUB DATE- 97

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Disabilities; Diversity (Student); Elementary Education; Heterogeneous Grouping; *Inclusive Schools; Mainstreaming; Mild Disabilities; *Peer Acceptance; Severe Disabilities; *Severity (of Disability); *Social Integration; Sociometric Techniques; *Student Attitudes

This study investigated the peer acceptance of integrated students with disabilities as a function of severity of disability and amount of overall student variance in the class. The study involved 14 classrooms and 285 students. Of the 44 students with disabilities, 30 had been classified as mildly disabled and 14 as severely disabled. A sociometric nomination procedure was used to measure peer acceptance. Classroom composition variance was calculated by taking the classroom mean of (1) the classroom percentage of ethnic minority students, (2) the proportion of students identified for special education, and (3) the proportion of students with a low reading performance. Results indicated that significant severity of disability by classroom composition created variance interaction effects regarding social desirability and important in facilitating some children's language acquisition. Knowledge, beliefs, and attitudes of teachers and families appear to be crucial in providing or hindering access to mother tongue learning. Suggestions are made for enhancing awareness of the linguistic and cultural issues among school management, staff, and families; for improving school practice, largely by better use of existing resources; and for further research. Appendices include information about bilingualism and bilingual education. (Contains over 700 references.) (Author/CR)

ED 410 726 EC 305 784

Waxman, Barbara; Robinson, Nancy M.; Mukhopadhyay, Swapha
Teachers Nurturing Math-Talented Young Children.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; Early Childhood Education; *Early Identification; *Educational Strategies; *Gifted; Kindergarten Children; Learning Strategies; Mathematics Achievement; *Mathematics Instruction; Preschool Children; Questionnaires; Resource Materials; *Talent Development; *Talent Identification

This book is an outgrowth of a 2-year study of 284 children discovered during preschool or kindergarten to be advanced in mathematics. In addition to psychometric and cognitive testing conducted at the beginning, middle, and end of the study, half of the children attended biweekly interventions designed to enrich their experience with mathematics. Results found the children remained advanced in math over the 2-year period, their spatial reasoning related more closely to their math reasoning than did their verbal reasoning, and the math scores of the boys started and remained higher than those of the girls. The intervention proved effective in enhancing mathematical reasoning. The book discusses ways of identifying very young math-advanced children as well as a variety of educational strategies to meet their needs. Its primary emphasis is on creating an open-ended approach to teaching mathematics that provides an opportunity for children at different levels of advancement and different personal styles to engage with mathematical challenges in a playful way, to conceptualize math broadly, to pose problems, and to make sense of the mathematical system. Appendices include a questionnaire for parents, jobcards and other activities, annotated bibliography, and recommendations for the classroom. (Contains 84 references.) (CR)

ED 410 727 EC 305 786

Verna, Marilyn Ann; Campbell, James Reed; Beasley, Mark
Family Processes, SES, and Family Structure Differentially Affect Academic Self-Concepts and Achievement of Gifted High School Students.
PUB DATE- 97
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).

This study used existing databases to analyze, from a national perspective, the turnover of special education teachers (SETs) at the district level due to district migration, teaching field transfer, and exit attrition. The study also investigated district retention of SETs as a function of district location and teacher experience. The study used data from the 1987-88 and 1990-91 Schools and Staffing Survey (SASS) and the 1990-91 and 1991-92 Teacher Followup Survey (TFS). Major conclusions of the study include: (1) retention of SETs in specific assignments from one year to the next was significantly less than the retention of general education teachers (GETs); (2) the difference between SET and GET retention was due to the higher rate of transfer of SETs to general education; (3) approximately the same percentage of SETs and GETs retained in the same teaching field transferred to different public schools, with the majority remaining in the district; (4) district attrition was higher for SETs (13 percent) than for GETs (9 percent), mostly due to teaching field transfer; (5) there was no significant difference in district retention versus district attrition as a function of community type; and (6) district retention for both SETs and GETs increased substantially with teaching experience. (CR)

ED 410 743 EC 305 804

Kiernan, William E.; McGaughey, Martha J.; Cooperman, Paula J.; McNally, Lorraine C.
Supported Employment for People with Severe Physical Disabilities: Survey of State and Vocational Rehabilitation Agencies.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); Adults; Employment Services; *Job Placement; *Job Training; National Surveys; *Physical Disabilities; Program Effectiveness; *Severe Disabilities; State Programs; *Supported Employment; Surveys; Transportation; Trend Analysis; *Vocational Rehabilitation

This report details the findings of a survey of supported employment directors in the 50 state vocational rehabilitation (VR) agencies, that sought to identify potential barriers to a variety of supported employment services for persons with severe physical disabilities. Key findings include: (1) 84 percent of the agencies provided services to persons with severe physical disabilities during FY 1989, an increase over the previous year; (2) the number of persons with severe physical disabilities in supported employment increased by 27 percent from FY 1988 to FY 1989; (3) the individual placement model is the option utilized most often; (4) a number of transportation issues present major barriers to employment, including availability, accessibility, and affordability; (5) although respondents reported that personal care assistance supports are available initially at the job site for workers with severe disabilities, fewer resources are available following VR case closure; (6) no specific state agency is mandated to provide long-term support services, making the provision of ongoing supports difficult to arrange; and (7) the job training requirement of twice per month and the 20 hour per week minimum requirement are impediments for this population. An appendix includes the survey instrument. (Contains 21 citations). The second part includes photocopies of articles by Isabel Schon and annotated bibliographies on science materials, children's literature, and materials on Mexico published in Spanish. (MSE)

ED 410 764 FL 024 718

Rodriguez Pino, Cecilia
Teaching Spanish to Hispanic Students: Thematic Teaching Units for Middle School and High School Teachers.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 94
NOTE- 227p.; Contains light and broken type.
LANGUAGE- Spanish
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Careers; Class Activities; Course Content; Curriculum Design; *Family (Sociological Unit); Heritage Education; High School Students; Hispanic Americans; Immigrants; Instructional Materials; Intermediate Grades; Middle Schools; *Native Language Instruction; Personal Narratives; Reading Materials; Secondary Education; Social Bias; *Spanish; *Stereotypes; Teaching Guides; *Thematic Approach; Units of Study
IDENTIFIERS- Hispanic American Students; Middle School Students

The six thematic teaching units, designed for teaching Spanish to native speakers in the American Southwest, are a result of a July 1993 conference of 30 middle school and high school teachers. Each unit was produced by a group of teachers, and is entirely or primarily in Spanish. The units contain lesson outlines, activities, tests, samples of student work, and readings. Unit topics include: family relationships; personal stories; the immigrant; careers; and prejudices and stereotypes. (MSE)

ED 410 765 FL 024 719

Rodriguez Pino, Cecilia, Ed.
Teaching Spanish to Native Speakers of Spanish Newsletter, Volume 1 Number 1.
PUB DATE- 94
NOTE- 8p.; This is the only issue published.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Classroom Techniques; Code Switching (Language); Communication Apprehension; Conferences; Cooperative Learning; Federal Aid; Group Activities; Heritage Education; Hispanic Americans; *Inservice Teacher Education; *Language Maintenance; Latin American Literature; Literature Appreciation; *Native Language Instruction; Notional Functional Syllabi; Reading Instruction; Secondary Education; *Spanish; Student Needs; Student Placement
IDENTIFIERS- Hispanic American Students; National Endowment for the Humanities; United States (Southwest)

The newsletter is devoted to description of a 5-day conference on "Teaching Spanish to Southwest Hispanic Students" funded by the National Endowment for the Humanities and held at New Mexico State University on July 14-19, 1993. It lists the middle and high school teachers from Arizona, California, New Mexico, Nevada, and Texas who participated, briefly describes the

Education; *Institutional Mission; *Research; Research Universities; State Universities; Time On Task; *Work Environment

This study examined the ways that workplace contexts influenced the extent to which faculty work behavior is congruent with the mission of the university. Structured observations of six faculty at a research university and six faculty at a comprehensive university were conducted during 1994 and 1995. Each faculty member was observed on five non-consecutive work days, and information on work done after regular working hours or off campus was also collected. Interviews were also conducted with other faculty and administrators. It was found that the work patterns observed in the physics department at the research university and the English department at the comprehensive university were reasonably congruent with the sense of mission communicated by administrators. In contrast, the work patterns of faculty in the research university's English department and the comprehensive university's physics department seemed incongruent with the missions of their universities. At the English department, the mode of conducting inquiry and the nature of graduate student training conflicted with the apprenticeship model of graduate student training articulated by administrators, while at the physics department the emphasis on faculty and student research conflicted with the service teaching responsibilities of faculty. (Contains 34 references.) (MDM)

ED 410 786 HE 030 321

Moncada, Susan M.; Sanders, Joseph C.
Help-Seeking Behaviors of Accounting Principles I Students.
PUB DATE- 95
NOTE- 18p.; Paper presented at the Midwest Regional Meeting of the American Accounting Association (Dearborn, MI, April 8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accounting; *College Students; *Educational Attitudes; *Help Seeking; Higher Education; Introductory Courses; Self Esteem; *Student Attitudes; Student Behavior; Teacher Student Relationship

This study examined the help-seeking propensities of college students enrolled in a "Principles of Financial Accounting I" course. A total of 364 students responded to a questionnaire on various aspects of help-seeking behavior. It was found that the most frequently used source of help was friends or classmates, followed by the instructor and the solutions manual. In terms of improving performance, help provided by the instructor was valued the most favorably. With respect to threat to self-esteem, 64 percent of the students viewed help-seeking as a positive way to solve a problem. However, for each source available, a substantial number of students (9.1 percent to 20.3 percent) agreed or strongly agreed that seeking help was a personal admission of failure. Contacting the instructor was perceived as being the most threatening. (Contains 20 references.) (MDM)

ED 410 787 HE 030 322

Satterlee, Brian
Internationalizing Graduate-Level Business Curricula.
PUB DATE- 97

The Case of the Property Profession" (Hobbs, Spedding). (Some individual papers contain references.) (DB)

ED 410 803 HE 030 376

Hoenack, Stephen A., Ed.; Collins, Eileen L., Ed.
The Economics of American Universities. Management, Operations, and Fiscal Environment. SUNY Series, Frontiers in Education.
PUB DATE- 90
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Instruction; Colleges; Cost Effectiveness; Decision Making; Economic Climate; *Economic Factors; Educational Demand; *Educational Economics; Educational Research; *Educational Resources; Financial Support; Fiscal Capacity; Higher Education; Incentives; Needs Assessment; Productivity; *Resource Allocation; Universities

This collection of nine papers summarize research on the economics of university functioning including production processes, incentives and governance structures, cost and supply behavior, student attendance demands, and funding environments. The nine papers are: (1) "The Higher Education Production Function: Theoretical Foundations and Empirical Findings" (David S.P. Hopkins); (2) "Organization, Funding, Incentives, and Initiatives for University Research: A University Management Perspective" (Frederick E. Balderston); (3) "Participant Goals, Institutional Goals, and University Resource Allocation Decisions" (Howard P. Tuckman and Cyril F. Chang); (4) "Decision Processes and Priorities in Higher Education" (Estelle James); (5) "Higher Education Cost Functions" (Paul T. Brinkman); (6) "An Economist's Perspective on Costs within Higher Education Institutions" (Stephen A. Hoenack); (7) "The Demand for Higher Education" (William E. Becker); (8) "The Impact of Changing Levels of Financial Resources on the Structure of Colleges and Universities" (Joseph Froomkin); and (9) "College and University Adjustments to a Changing Financial Environment" (Paul T. Brinkman). (Contains references for individual chapters.) (LEE)

ED 410 804 HE 030 377

Matte, Grace E.
Characteristics of the Equine Degree Department: Budgeting and the Department Chairperson.
PUB DATE- 94
NOTE- 137p.; Master's Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; College Faculty; Data Analysis; *Department Heads; *Departments; Higher Education; *Horses; National Surveys; *Program Administration; *Program Budgeting
IDENTIFIERS- *Equine Management; *Equine Studies

This study examined characteristics of 73 equine degree programs in the United States, the training and duties of their department chairpersons, and their budgetary processes. Analysis of data from questionnaire responses revealed a large variety of equine degree and minor programs, with annual budgets ranging from $2,000 to $757,200. Public institutions were twice as common as private institutions. The study found: the average equine department had been in existence for 11.58

Schlachter, Gail Ann; Weber, R. David
Financial Aid for Native Americans, 1997-99. First Edition.
PUB DATE- 97
NOTE- 615p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Indians; *Awards; Eligibility; Ethnic Groups; Fellowships; Financial Support; Graduate Study; Higher Education; Information Sources; Internship Programs; Minority Groups; *Paying for College; Reference Materials; Scholarships; *Student Financial Aid; Student Loan Programs; Undergraduate Study; Work Experience Programs
IDENTIFIERS- *Native Americans

This directory contains information on programs open primarily or exclusively to Native Americans including scholarships, fellowships, loans, grants, awards, internships, state sources of educational benefits, and general financial aid directories for minorities. The directory is divided into six sections. Within sections, each entry lists program title, address and telephone number, purpose, eligibility, financial data, duration, special features, limitations, number awarded each year, and deadlines for application. Entries related to more than one section appear in each relevant section. The first section describes 379 scholarships to support undergraduate education in the United States. The second section describes 349 fellowships for graduate, postgraduate, or postdoctoral level study. The third section describes 59 loan programs of which 13 are open specifically to Native Americans, 4 to Native Alaskans, 2 to Native Pacific Islanders, and 40 to members of any of these groups. The fourth section describes 626 grant programs. The fifth section lists 76 competitions, prizes, and honoraria. The sixth section lists 287 internships or work experience programs. The seventh section is an annotated bibliography of 59 resources about financial aid. Indexes are included by: program title, sponsoring organization, residency, tenability, subject, and calendar. (Contains 59 references.) (JLS)

ED 410 823 HE 030 397

Confronting the Tuition Spiral. A Sourcebook for Higher Education Policymakers in the West.
PUB DATE- 95
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Administration; Colleges; Community Colleges; Cost Effectiveness; Demography; Educational Demand; *Educational Finance; Educational Policy; Educational Supply; Enrollment Trends; Financial Problems; *Financial Support; Higher Education; Income; Paying for College; Regional Programs; Retrenchment; *Student Costs; *Trend Analysis; *Tuition; Universities

This report provides trustees, higher education administrators, and state policymakers in the Western states with data on the many factors affecting student costs, from the changing demographics of the region to trends in state appropriations and state funding for financial aid. It discusses how policies

"Testimony" (Serge Wagner); and "Adult Education in a Changing World" (Serge Wagner). (MN)

ED 410 380 CE 074 393

Adult Learning: A Key for the 21st Century. Strategies for a Successful Adult Education Program in Indonesia: The Role of the Tutor and Facilitator in Creating a Learning Conscious Environment. A Country Report.
PUB DATE- 97
NOTE- 42p.; Paper prepared for the International Conference on Adult Education--CONFINTEA V (5th, Hamburg, Germany, July 14-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Developing Nations; *Educational Legislation; Educational Policy; Foreign Countries; *Literacy Education; *Outcomes of Education; Program Effectiveness; Program Implementation; Teacher Role; Teaching Methods
IDENTIFIERS- *Indonesia

This booklet describes the adult education system in Indonesia. The first section provides background information, including the geographic and demographic characteristics and the socioeconomic setting of the country. The history of education in the country is also discussed. Government policy is the topic of the second section. Included are a summary of the law concerning the national education system, the government regulations supporting the legislation, and implementation strategies. Achievements in adult education in Indonesia are chronicled in the third section, including descriptions of the following: the illiteracy eradication program; the Packet B program (an out-of-school-equivalency program for lower secondary education providing both general education and skills training); skill training by private training institutes; the small-scale scale income-generating program; and various smaller programs targeted at special groups, such as farmers and women. The last section contains 10 subsections that profile the role of tutors in the tutorial activities of adult education: developing curriculum and learning materials; the prospective learners' approach, preparing, conducting, and evaluating tutorial results; assignments to help learners to develop self-learning habits; assignments for group learning; motivating learners; finding a business venture as a livelihood; forming a learning community; and administering the results of learning activities. (KC)

ED 410 381 CE 074 394

Adult Vocational Training.
PUB DATE- 97
NOTE- 16p.; Document contains light broken type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Vocational Education; *Continuing Education; Cooperative Programs; Coordination; Educational Cooperation; Educational Legislation; *Educational Planning; Foreign Countries; Job Skills; *Job Training; Labor Force Development; Lifelong Learning; National Programs; Program Design; Program Development; Program Implementation; Unemployment

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Career Education; Career Planning; Cultural Background; *Cultural Differences; Cultural Influences; Educational Psychology; Foreign Students; Higher Education; Models; *Personality; *Personality Measures; *Validity
IDENTIFIERS- Asians; *Hollands Hexagonal Model

A study examined the utility of Holland's hexagonal model as a culturally appropriate theoretical framework for U.S. career psychologists working with Asian international students. Chinese-descent international students enrolled in three Southeastern universities (n=170) completed three instruments: Holland's Self-Directed Search (SDS), an empirically derived questionnaire that examined a variety of social and career factors that influence career choice, and a demographic questionnaire. The SDS data subjected to a series of exploratory factor analyses suggested two models composed of four or five factors as alternatives to Holland's six-factor model. Confirmatory factor analyses (CFAs) revealed that goodness of fit between the SDS data and all three models was less than optimal to be considered statistically robust. However, Holland's six-factor model did account for a considerable portion of total variance underlying the SDS data. Based on the CFA findings, the similarity between enterprising and conventional typologies may reflect an entrenched tradition of commerce and business entrepreneurship perpetuated in many overseas Chinese families. Participants enrolled in technical majors exhibited greater career-interest congruence than their peers in nontechnical majors. Results supported a multicultural aspect of Holland's model that transcends the world of work in many cultures. (Appendixes include seven tables and six figures.) (YLB)

ED 410 399 CE 074 541

Giles, L.; Kodz, J.; Evans, C.
Productive Skills for Process Operatives. Skills Review.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 97
NOTE- 119p.; Study supported by the IES Co-operative Research Programme.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Chemical Industry; Chemical Technicians; *Food Processing Occupations; Foreign Countries; Industrial Training; *Job Skills; Job Training; *Organizational Change; Organizational Development; Personnel Selection; Recruitment; Retraining; *Staff Development; *Technological Advancement; Trade and Industrial Education
IDENTIFIERS- Great Britain

A study of process operatives examined the developments in processing work in 20 organizations within the chemical and food and drink processing industries. Seven exploratory interviews were followed by 20 employer interviews. Technological innovations caused job losses and layoffs. Organizational responses adopted to meet increasing competitive pressures were drivers of change. The role of process operatives was broadly expanding beyond running processing equipment. The introduction of computer technology required foreword, and acknowledgments, an explanation of the use of the publication, a competency profile, an instructional task analysis, a list of related academic and workplace skills, an equipment and materials list, and a list of eight references. Each unit in the student edition contains some or all of these components: objective sheet, information sheet, student supplements, assignment sheets, and job sheets. (KC)

ED 410 416 CE 074 580

Crummett, Dan
Graphic Arts: Orientation, Composition, and Paste-Up. Third Edition.
PUB DATE- 97
NOTE- 342p.; For related documents, see CE 074 579-582.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Behavioral Objectives; Competence; Competency Based Education; Compliance (Legal); Computer Graphics; Computer Oriented Programs; Computer Software; Design; Design Requirements; Desktop Publishing; *Graphic Arts; Learning Activities; Lesson Plans; Microcomputers; Occupational Information; Occupational Safety and Health; Paper (Material); Postsecondary Education; *Printing; Publications; Secondary Education; Task Analysis; Teaching Guides; Teaching Methods; Test Items; Transparencies; Units of Study
IDENTIFIERS- *Typography

This document contains teacher and student materials for a course in graphic arts. Ten units of instruction cover the following topics: (1) orientation; (2) shop safety; (3) shop organization; (4) printing processes; (5) paper; (6) typography; (7) typesetting; (8) design principles; (9) paste-up principles and procedures; and (10) proof procedures and legal considerations. The teacher edition contains some or all of the following components of a unit of study: suggested activities, instructor supplements, assignment sheet answers, written test, written test answers, unit evaluation form, and transparency masters. The teacher edition also includes introductory pages that contain, in addition to the general information such as the table of contents, foreword, and acknowledgments, an explanation of the use of the publication, a competency profile, an instructional task analysis, a list of related academic and workplace skills, a tools, equipment and materials list, and a list of 20 references. Each unit in the student edition contains some or all of the following components: objective sheet, information sheet, student supplements, assignment sheets, and job sheets. (KC)

ED 410 417 CE 074 581

Crummett, Dan
Graphic Arts: The Press and Finishing Processes. Third Edition.
PUB DATE- 97
NOTE- 408p.; For related documents, see CE 074 579-582.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

technological options in the workshop. (Five tables are appended.) (YLB)

ED 410 433 CE 074 609

Lewis, Morgan V.
Characteristics of Successful School-to-Work Initiatives: What the Research Says. Information Series No. 370.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Education; *Education Work Relationship; Educational Change; High Schools; *Partnerships in Education; Postsecondary Education; *Program Effectiveness; *School Business Relationship; Vocational Education; Work Experience Programs
IDENTIFIERS- *School to Work Opportunities Act 1994

The simplicity and "common-sense" quality of school-to-work's (STW) basic concepts are the greatest threats to the full implementation of STW. Implementation requires a fundamental restructuring of secondary education and far greater involvement of employers in the preparation of young people for work. A synthesis of findings from eight documents that examined empirical evidence on the conduct and outcomes of efforts to facilitate STW transition identified the following characteristics of successful STW initiatives: (1) a comprehensive, strategic vision that sets forth the linkages expected at each level of the system and encourages partners to realize the vision in their particular circumstances; (2) special efforts to involve employers in their partnerships; (3) commitment and support at all levels and from all partners; (4) adequate financial support from a variety of sources; (5) students who have a strong foundation of career information and an awareness of their own interests, goals, and abilities that result from a planned sequence of learning experiences; and (6) integration of academic learning and occupational learning. Major efforts will be needed in these areas: recruiting enough employers who are willing to provide opportunities for work-based learning; providing teachers the time, resources, and support required to connect school-based and work-based learning; informing parents about the objectives of STW and countering erroneous perceptions and assumptions; and fostering the vocational maturity of high school students. Contains 34 references. (SK)

ED 410 434 CE 074 610

Enright, Sharon; Boggs, Heather
Adolescent Parent Resource Guide. An Instructional Resource for the Graduation Reality and Dual-Role Skills Program and Other Programs Serving Pregnant and Parenting Teens.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 834p.
LANGUAGE- English
EDRS Price- MF05/PC34 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

communication, leadership, and conflict resolution. Modules in the consumer skills unit are as follows: personal checking accounts, budgeting/purchasing, financial planning, and managing credit. Employability skills unit has six modules: characteristics for employment, work schedules and compensation, employment opportunities, self-improvement, social security system, and securing employment. Topics of parenting and child care modules are as follows: functioning effectively as a family, school-age parenting, selecting child care, parenting--what's it all about?, and parenting education. Balancing work and family skills unit addresses managing multiple roles, goal setting and decision making, and initiatives for family and work. (KC)

ED 410 451 CE 074 643

Nursing Principles & Skills. Teacher Edition.
PUB DATE- 92
NOTE- 1969p.; For other Practical Nursing courses, see ED 329 792, ED 380 619, ED 380 637, and CE 074 644-649. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF17 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Competency Based Education; Course Content; Curriculum Guides; Job Skills; Learning Activities; Lesson Plans; *Medical Services; Nurses; *Nursing Education; Postsecondary Education; *Practical Nursing; State Curriculum Guides; Teaching Guides; Teaching Methods; Units of Study; Vocational Education

This curriculum guide contains 14 units for a course on nursing principles and skills needed by practical nurses. The 14 units of instruction cover the following: (1) using medical terminology; (2) practicing safety procedures; (3) using the nursing process for care planning; (4) using infection control techniques; (5) preparing a patient environment; (6) completing documentation; (7) providing personal care; (8) providing for patient movement; (9) providing for urinary elimination; (10) providing for bowel elimination; (11) assessing vital signs; (12) assessing the patient; (13) applying heat and cold applications; and (14) providing care for patients requiring respiratory assistance. Each unit contains some or all of the following components: objective sheet, suggested activities, information sheet, instructional supplement, assignment sheet, job sheet, handouts, transparency masters, activity sheets, written test, and answers to assignment sheets and written test. Units are designed to be used for more than one class period. Academic skills training is combined with vocational training throughout the instructional materials. To assist teachers in identifying activities that promote basic skills development, a marking system of simple graphic symbols, or icons, is used to denote which of the following nine general basic skill categories is being emphasized: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (KC)

ED 410 452 CE 074 644

Growth and Development through the Life Span. Teacher Edition.
PUB DATE- 92
NOTE- 403p.; For other Practical Nursing courses, see ED 329 792, ED 380 619, ED 380 637, and CE 074 643-649. Printed on colored

hold a job and provided little support for individuals who could not function effectively in a work environment. They provided limited training for entry-level workers, but were receptive to helping welfare recipients. School-to-work models incorporated work experience and learning at work through mentoring, contextual learning, and credentialing of competencies and skills learned on the job. Three skills-related challenges facing welfare recipients could be addressed through work-based learning approaches in paid employment or community-service placements: understanding the workplace; learning a range of skills and knowledge broader than needed to accomplish immediate job tasks; and getting employers to recognize credits for skills and knowledge mastered on the job. Technical assistance and integration with the education system are still needed to assist welfare recipients' efforts to get jobs and advance in a career. These policy directions were identified: grants/support for third parties, laboratories and demonstration programs, financial incentives for employers, and integration of the welfare, employment and training, and education systems. (Appendixes contain instruments and 94 references.) (YLB)

ED 410 471 CE 074 680

Lead Abatement Worker Skill Standards.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Construction Industry; Environmental Standards; *Hazardous Materials; *Job Skills; *Lead Poisoning; Occupational Information; *Occupational Safety and Health; Pollution; Public Health; Skill Analysis; *Standards; Task Analysis; Trade and Industrial Education

This document identifies skill standards for lead abatement in a manner that is easy to understand, useful, and meaningful to workers, educators, trainers, labor leaders, contractors, and project owners. To meet the needs of the various users of this document who will have a different application of the standards and seek different information, the standards have been designed with four informational components. The scenario describes the abatement process and conveys the context of applications of workplace skills, knowledge, and aptitudes. Conventional industry standards contain proficiency, health and safety, and production requirements that serve as performance criteria. Key tasks are selected from a master task list as identified and rated by incumbent workers. Only the tasks rated as most important and most frequently performed are included. A list of workplace skills, knowledge, and aptitudes (WSKAs) follows. These standards are included: personal preparation and decontamination; worker protection and personal protective equipment; residential containment; residential abatement: component removal and paint stripping; residential abatement: enclosure and encapsulation; structural containment; structural abatement; and cleanup. A final section contains detailed descriptions of key WSKAs, including the context, mastery performance level, content for training, and references to job functions and key tasks and activities in which the WSKA is included. (YLB)

Service Training on Goal Setting and Communication Skills.
PUB DATE- 96
NOTE- 60p.; M.S. Practicum, Nova Southeastern University
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compliance (Psychology); Cooperation; *Counseling Effectiveness; Counseling Techniques; Counselor Client Relationship; Family Attitudes; Goal Orientation; Outcomes of Treatment; *Training Objectives
IDENTIFIERS- Client Attitudes; Client Behavior

A client's commitment to implementing treatment strategies is related to the client's commitment to achieving the treatment goals. However, treatment goals are often developed without full family participation and tend to be vaguely worded. These tendencies are addressed in this paper. A strategy was designed to increase therapists' skills in structuring the treatment planning process to increase client participation. That is, turning the process from a worker-generated treatment plan to one co-developed with the clients. The solution strategy consisted of developing and presenting a series of in-service workshops and follow-up interviews with the workshop participants. Analysis of results suggest that there were improvements in the participation of clients in the goal-setting process and in the development of objectively stated goals. Therapists reported that they were spending more time with clients; clients reported increased levels of understanding their problems and their causes. Although therapists were trained in the wording of treatment goals so that the goals were specific, observable, action oriented, and incorporated frequency and time elements, results show only modest improvements in this area. (RJM)

ED 410 491 CG 027 965

National Survey of American Attitudes on Substance Abuse II: Teens and Their Parents Conducted by Luntz Research Companies.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, NJ.
PUB DATE- 96
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Drinking; *Illegal Drug Use; National Surveys; *Parent Attitudes; Secondary Education; Secondary School Students; Smoking; *Student Attitudes; *Substance Abuse; Youth Problems
IDENTIFIERS- Risk Assessment; Risk Taking Behavior

Illegal drug use by adolescents is on the rise. This alarming trend was quantified in this national survey of the attitudes of teens and their parents (1,200 teens and 1,166 parents, including 819 sets of teens and parents from the same households) towards cigarettes, alcohol, inhalants, marijuana, LSD, cocaine, heroin, and other illegal drugs. The survey focused on the various situations which may place teenagers at risk for illegal drug use, with the highest point of risk occurring during adolescence. Survey findings indicate that illegal drugs remain the most serious problem teenagers face, in their own estimation, as well as that of their parents. The percentage of teenagers who say it is likely they will try an illegal drug in the future is 22%, twice the 11% found in a survey conducted the previous year. Responses show that by the

Functional Therapy (FT) is a social skills training program that enables students to change their overt behaviors by altering their cognitive thoughts. Various aspects of FT and its application are discussed in this paper. The basic constructs of FT are ownership of the problem, accepting responsibility to solve the problem, and developing and implementing coping strategies. The FT program is designed to be utilized primarily with school-age children and can be effectively implemented with a small group of students or can be conducted on an individual basis. It encourages students to focus on their problems in the present. Minimal emphasis is placed on identifying and resolving the causes of deep-seated problems prior to launching into a treatment activity. FT consists of a series of training sessions and each session includes specific goals along with appropriate training activities, which can be completed in 10 meetings. The steps in FT are covered here and include the initial interview, an overview of the causes of behavior, attribution, self-inspection, self-regulation, self-review, self-perception, and a review of the topics covered. An example of an FT interview is also provided. (RJM)

ED 410 511 CG 027 998

Karustis, James L.; Power, Thomas J.; Eiraldi, Ricardo B.; Rescorla, Leslie A.
Functional Impairments Associated with AD/HD: Comparison by Subtypes.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Anaheim, CA, April 2-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; *Clinical Diagnosis; Comparative Analysis; Elementary School Students; Elementary Secondary Education; Evaluation Methods; Hyperactivity; Secondary School Students; *Symptoms (Individual Disorders)
IDENTIFIERS- *Attention Theory; Impulsiveness

Numerous studies have provided empirical support for subtyping attention deficit/hyperactivity disorder (ADHD) along two primary dimensions: inattention and hyperactivity-impulsivity. Efforts to further specify subtype differences in the functional impairments of children with ADHD are presented in this paper. It was predicted that differences regarding academic and social functioning would resemble those found in the Diagnostic and Statistical Manual, 4th ed. (DSM-IV) field trials. The present study tested 125 children (99 boys, 26 girls, ages 7 to 12), who met DSM-IV criteria for two subtypes of ADHD (ADHD Combined Hyperactivity and Impulsivity, and ADHD Predominantly Inattentive) and who had not received psychoactive medication for at least 3 months. Differences between children in the two subgroups were most apparent regarding disruptive and noncompliant behaviors. Mild group differences were found regarding functional impairments in social functioning, suggesting that children with hyperactivity and impulsivity, in addition to inattention, may be at greater risk for peer-interpersonal impairment in school settings. The lack of significant differences as regards academic functioning and internalizing symptoms suggest that children belonging to the ADHD Combined and the ADHD Impulsive subtypes may be more similar in this respect than previously thought. (RJM) children's needs; (2) seek funding for and coordinate staff development; and (3) provide intensive reading instruction for student identified for service. (Contains numerous tables of data.) (RS)

ED 410 530 CS 012 890

Beeghly, Dena G.; Reese, Susan Jacques
Meetings with Frederick Douglass: Rewriting the Word and the World.
PUB DATE- 96
NOTE- 9p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Preparation; *Developmental Studies Programs; Higher Education; Learning Strategies; *Reading Assignments; *Student Adjustment; *Student Empowerment; Student Motivation; *Student Reaction; Writing Assignments
IDENTIFIERS- Academic Discourse; *Douglass (Frederick)

Academic Development Program students face a special challenge. Within a few short weeks, they must hone their reading, writing, and speaking skills while scrambling to adjust to life in college. Usually, pre-freshmen enrolled in the Academic Development Program are not familiar with the demands of academic reading, writing, and oral response. For these students, meetings with Frederick Douglass have provided an important bridge between lives on the boundary and full participation in academic life and discourse. The close study of the life and times of Douglass proved relevant, meaningful, and ultimately empowering. Douglass not only valued his own personal literacy, he viewed the power of words as critical to the enfranchisement of the dispossessed, including African Americans and women. Rather than being daunted by a difficult text, students relished reading a "real" book about a real person. For many students, studying Douglass was a deeply personal experience--they found themselves in the texts. Over and over, students expressed delight and surprise at wanting to read class assignments. When asked to apply what they had learned from studying Douglass, students responded by composing "Fifth of July" speeches and essays that were eloquent and moving. (CR)

ED 410 531 CS 012 891

Wynstra, Jennifer E.
The Relationship between Five Aspects of the Home Environment and Students Reading above Grade Level.
PUB DATE- 95
NOTE- 107p.; M.A. Thesis, Cumberland College.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Caregiver Child Relationship; Elementary Education; *Family Environment; Homework; *Parent Child Relationship; *Reading Achievement; Reading Research; Recreational Reading; *Television Viewing
IDENTIFIERS- Stanford Achievement Tests; Wisconsin (Kenosha)

A study investigated five aspects of the home environment (time spent viewing television, time spent doing homework, time

Comprehension through Sight Vocabulary; (6) Graphophonic Awareness: The Sight Vocabulary's Companion on the Route to Fluency and Comprehension; (7) A Constructivist Approach to Conceptual Vocabulary Growth; (8) Comprehension: Teacher Methods and Student Strategies; (9) Literature: Responses, Choices, Book Clubs, and Literacy; (10) Writing: A Vital Connection to Self, Reading, and Literacy; (11) The New Basal Programs: Using Their Advantages; Compensating for Their Disadvantages; Deciding Whether to Use Them; (12) Guiding Children toward Self-Assessment: A Performance Point of View; (13) Enhancing the Comprehension and Enjoyment of Informational Text; (14) Growth in Literacy: In a Multicultural, Multiability Classroom; and (15) Management of a Classroom Literacy Program: Tending the Six C's (A Caring, Communicative, Collaborative, Client-Centered Community). Appendixes contain educational games; sources of materials and information on bilingual programs; evaluation instruments; sample lessons and checklists; and lists of books and publishers. (RS)

ED 410 549   CS 012 914

Chiappe, Penny; Stanovich, Keith E.; Siegel, Linda S.
A Timely Look at the Timing Hypothesis of Reading Disability.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading (4th, Chicago, IL, March 22-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Foreign Countries; Reading Achievement; *Reading Difficulties; Reading Research; *Reading Skills; *Time Factors (Learning)
IDENTIFIERS- Phonological Processing; Wide Range Achievement Test 3; Woodcock Word Attack Test; Woodcock Word Identification Test

A study examined the relationship among temporal processing, phonological processing, and reading skill using a multivariate approach which included measures of phonological processing and a variety of timing tasks that have been implicated in timing theories. Subjects were 30 adults classified as disabled readers based on their performance on the Wide Range Achievement Test 3 (WRAT3) and 32 chronological age controls. The reading measures were Form G of the Woodcock Word Identification and the WRAT3 pretest. Phonological processing was assessed using the Woodcock Word Attack and a phoneme and syllable deletion task. A number of timing tasks were used to test the timing deficit hypothesis. Results did not confirm the main prediction of the timing hypothesis, that reading disabled adults would be impaired on tasks with rapid, but not slow processing demands, although the experimental tasks were sensitive enough to reveal group differences between skilled and disabled readers. Findings make it very unlikely that temporal processing deficits underlie the phonological core deficit of reading disability. It is more likely that naming speed deficits are caused by impairments of word-retrieval (or the naming system) rather than impaired temporal processing. (Contains four tables of data.) (RS)

ED 410 550   CS 012 918

Weintraub, Sam, Ed.
Annual Summary of Investigations Relating to Reading, July 1, 1994 to June 30, 1995.

found in quilting circles and bees. Another set of connections exists with D.C. Philips (1995), constructivism and relativism. With Paulo Freire's (1986) concept of banking education, seeing knowledge as the gift the teacher deposits with the student, the connecting in quilting is the paycheck for piecework. Creating a teaching quilt has shown that the funnelling process, hermeneutics, or recursiveness of curriculum is in the currere of a life as a teacher. Some of the difficulties encountered in the construction of a quilt were a clear example of what Maruyama meant when he stated that "people use diverse paradigms without realizing it and are often unwilling or unable to apply different kinds of logic to a problem." The quilt grows as the teacher keeps a running log at school, and this journal is a narrative that helps create the quilt. Perhaps the quilt can be used as a place to revisit, rethink, and reinterpret a personal story and practice of teaching. (Contains seven references.) (CR)

ED 410 570   CS 215 902

Winterowd, W. Ross
Composition and Literature: Now We're Talking to One Another.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English Departments; *English Teachers; Higher Education; *Language Role; *Literature; Scholarship; *Writing (Composition)
IDENTIFIERS- *Academic Discourse Communities; *Composition Literature Relationship; Educational Issues; Faculty Attitudes

Problems of "dialect" exist in the field called "English," which is constituted by both composition and literature. The "ghettoization" of composition has created a hostile underclass, and many compositionists try to "pass" as literarists or at least unconsciously adopt the vocabulary and rhetoric of the literarists, in the process deserting and demeaning their native "culture." On the other hand, literarists have no need to speak the language of the compositionists. Hillis Miller, for example, knows that composition-rhetoric is a field rich in theory and scholarship and that it is essential to the humanities in general. In "Nietzsche in Basel: Reading Writing," however, Miller writes a perfectly conventional academic essay urging compositionists to teach "transgressive writing" that breaks out of imposed strictures. Kurt Spellmeyer, in "Common Ground: Dialogue, Understanding, and the Teaching of Composition" attempts to define the "agora" where both literarists and compositionists can amicably set up shop, a sort of English-department mall. The pedagogical goal that Spellmeyer wants to reach is Miller's "dialogical, open-ended essay." But like Miller, Spellmeyer seems to be addressing a caricature of compositionists. Both, however, are doing what comes naturally: Miller speaking from the eminence of a brilliant career in literature and Spellmeyer attempting to "talk the talk" of the establishment. Not wanting to change dialects, many who speak compositionist nonstandard ask their English department colleagues who are speakers of literarist (MLA) standard to grant them their own language and to view that language as a prestige dialect. (NKA)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; Higher Education; *Instructional Innovation; Intermediate Grades; Internet; Middle Schools; Rhetorical Invention; Secondary Education; *Teacher Role; Teaching Guides; Word Processing; Writing Exercises; *Writing Instruction; *Writing Processes; *Writing Strategies
IDENTIFIERS- Collaborative Writing; Composition Theory; *Computer Assisted Writing; Cyberspace; Technology Role

This book is based on the idea that finding the perfect piece of software is less important than understanding the role of computers in helping all students do what writers do: get ideas, generate material, manipulate that material, confer and collaborate with others in the classroom or over a network, edit the documents, and publish a final copy. It shows how composition theory relates to using computers in the classroom and demonstrates how teachers can support student writers, suggesting innovative strategies that would be impossible or unlikely to happen without the computer technology. The book helps teachers and students collaborate and network; helps teachers support students as they use the computer to generate electronic text, guided by classical and modern rhetorical invention strategies; suggests ways of using the computer environment to revise or reimagine texts; and makes sense of computer information concerning surface correctness--spelling, grammar, punctuation, and word choice--while ensuring that student writers retain control over their text and its meaning. The book offers direct simple advice combined with a multitude of suggested strategies and applications, and its perspective allows teachers to generate their own ideas and applications. A section on cyberspace and the Internet is included. Appendix A provides a glossary of computer terms; appendix B furnishes examples of representative software. Contains five pages of references. (NKA)

ED 410 590 CS 215 973

Goldberg, Natalie
Writing down the Bones: Freeing the Writer Within.
PUB DATE- 86
NOTE- 185p.; Foreword by Judith Guest.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creative Expression; Higher Education; Meditation; *Writing Improvement; *Writing Processes; *Writing Strategies; Writing Workshops
IDENTIFIERS- *Authorship; Intrapersonal Communication; *Personal Writing; Zen Buddhism

According to this book, writing is a process of "uneducation," rather than education. The book cites the secret of creativity as subtracting rules for writing, not adding them. Most people are baffled at how to teach this, since teaching and "uneducation" appear contradictory--but experience in Zen meditation, which is essentially a subtractive process, provides insights into the writing process. The book is about using writing as practice, as a way to help an individual penetrate his or her life and become sane. The book's title comes from what is aimed at when teaching writing: "writing national public health threat, although more than 75% reported knowing someone with HIV or AIDS. Certain findings differed greatly from an earlier pilot study of radio broadcasters, which identified a greater concern for HIV/AIDS as a significant national health threat, and identified statistically significant differences in opinions between broadcasters who did versus those who did not use the PSAs. The national study is consistent with the pilot study in that most broadcasters have not been personally contacted by campaign planners, and many broadcasters express reservations about the ability of PSAs to effect necessary behavioral change in the audience. (Contains the following appendixes: list of stations, by markets, for survey; sample television broadcasters survey; and research questions/instrument breakdown.Contains 31 references.) (Author/NKA)

ED 410 610   CS 509 570

Lightcap, Torey L.
The Medium and the Spirit: On Teaching Religion and Film.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association and the American Culture Association (San Antonio, TX, March 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Consciousness Raising; Course Descriptions; *Critical Viewing; Film Criticism; *Film Study; *Popular Culture; *Religion; *Religious Factors; Visual Literacy
IDENTIFIERS- *Film Viewing

To raise the consciousness of adults regarding their mental and social processing of popular media, specifically movies, a course was implemented through a Colorado Episcopal parish's adult education program. The course was designed to show students how to better understand the ways in which their presuppositions create meaning in what they view as well as how they allow what they view to alter their own ideas. By course end, participants had a better grasp of how the divine encounters people in their seemingly most mundane moments--that is, watching movies. Films included in the course were: "Star Wars"; "The Graduate"; "Crimes & Misdemeanors"; "Priest"; and "Unforgiven." Objectives for the course were for students to: (1) attune to media messages, especially in film, more accurately than before the course began; (2) recognize and read the rudimentary language of movies, the visual and aural tools used by filmmakers to communicate their messages; (3) understand and state the arguments made by filmmakers about religious topics, whether or not they are presented overtly; and (4) make informed judgments about the content of such films. The course, which was team taught by a film student and a Bible scholar, was evaluated as successful based on the achievement of the stated objectives in the unique culture of the church. (Author/NKA)

ED 410 611   CS 509 571

Nussbaum, Jo
Speech-Language Program Review External Report.
PUB DATE- 93

agreement. (Contains 20 references.) (RS)

ED 410 629 CS 509 602

Siebert, Bradley G.
Tested in the Faith Community: The Congregational Hermeneutics of the Mennonites.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biblical Literature; Discourse Analysis; *Hermeneutics; *Religion; *Religious Cultural Groups; *Scholarship
IDENTIFIERS- Anabaptists; Bible Study; *Discourse Communities; *Mennonites; Religious Practices; Social Epistemic Rhetoric

The social epistemic that the Mennonite-Anabaptists have been cultivating as their hermeneutic method for 470 years focuses on local congregations as discourse communities of faith, promoting egalitarian lay participation equal to that of members with formal ministries. "The Confession of Faith in a Mennonite Perspective" features a renewal of the Mennonite tradition of congregational hermeneutics. The Mennonites' aim is to be faithful and obedient, in whatever circumstance, to their faith. Biblical scripture is foundational to this obedience; consequently, hermeneutical processes are essential. Religious histories reveal that, although Anabaptism moved away from Catholicism, it was not a part of the Protestant mainstream. One dispute centered on the church's authority over civil governments in making decisions regarding faith and Christian conduct. Also, the validity of infant baptism was rejected in favor of adult, believer's baptism. Over the years, Mennonites have used formal and informal discourse processes to develop consensus about how the biblical message speaks to issues that arise in and around the congregation, and such dialogue extends to and draws from the wider church as a community of congregations. Congregations seek to "discern" how to be the church in their current situations. P. Yoder (1982) writes about how individuals can develop more systematic hermeneutic approaches to their Bible study and become more sophisticated readers of the Bible. But this does not mean that lay people are to defer completely to scholars or specialists. J. Yoder (1984) has studied four types of specialists he identifies in scripture for congregations to exploit: agents of direction, of memory, of linguistic self-consciousness, and of order and due process. (Contains 48 references.) (NKA)

ED 410 630 EA 026 647

Terry, Paul M.
Empowerment.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Administrator Role; Decentralization; Elementary Secondary Education; *Empowerment; Interprofessional

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; Evaluation Criteria; *Performance; *Politics of Education; *Portfolio Assessment; Portfolios (Background Materials); State Legislation; *Student Evaluation
IDENTIFIERS- *Authentic Assessment; *Kentucky Education Reform Act 1990

Assessment is authentic when it occurs continually in the context of the classroom environment and reflects actual learning experiences. This paper discusses some of the political issues involved in the use of statewide performance assessment. The paper first defines portfolios, performance events, and other forms of alternative assessment. It then briefly outlines the educational challenges of a diverse society, and focuses on two key flash points of conflict between vision and reality: (1) how assessments should be used; and (2) what should be assessed. The paper draws heavily on the 1990 Kentucky Education Reform Act (KERA) for examples, but the issues raised are those faced by educators in many places. The KERA put into place a statewide assessment system comprised of portfolios, performance events, and open-ended and multiple-choice tests. The paper offers strategies for keeping the debate about authentic assessment focused and constructive: (1) Openly acknowledge the technical limitations of current assessments systems, including authentic assessment practices; (2) take the time to communicate to and with all stakeholders; (3) take the time to build a solid based of support among stakeholders; (4) treat the opposition with respect; and (5) prepare to fight for your beliefs. (Contains 39 references.) (LMI)

ED 410 649 EA 028 541

Bliss, Traci; Fahrney, Carolina; Steffy, Betty
Secondary Department Chair Roles: Ambiguity and Change in Systemic Reform. UKERA Occasional Papers, No. 0010.
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Department Heads; *Educational Administration; High Schools; *Instructional Leadership; School Restructuring; Tables (Data); *Teacher Administrator Relationship; Teacher Response; Teacher Supervision
IDENTIFIERS- *Kentucky Education Reform Act 1990; *Teacher Leaders

In Kentucky, the administrative roles of the superintendent and the principal have received considerable attention from state-level policymakers since the passage of the Kentucky Education Reform Act (KERA). Although there are comprehensive, ongoing assessment procedures for Kentucky principals and superintendents, there are no state-level guidelines for the department chair role in Kentucky. This paper presents findings of a study that examined department chair roles in the midst of systemic reform in Kentucky--how department chairpersons perceive their roles and how they are perceived by the teachers with whom they work. The first phase of the study, a survey of 112 Kentucky department chairs from 28 secondary schools, elicited 68 returns, a 61 percent response rate. In the second phase, a survey of 266 teachers from 8 of the 28 schools produced 108 returns, a 41 percent response rate. Department chairs reported a major increase in their responsibilities but had not established consensus about what their roles were. Many

ED 410 668 EA 028 566

Charter School Laws: Do They Measure Up?
PUB DATE- 96
NOTE- 68p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Accountability; *Admission Criteria; *Charter Schools; Collective Bargaining; Educational Legislation; Elementary Secondary Education; Equal Education; Governance; *Institutional Autonomy; Public Schools; School Law; *State Legislation; Teacher Qualifications

The outcomes of charter schools to date are inconclusive. This report examines the charter legislation in 25 states in reference to the American Federation of Teachers (AFT) criteria. The criteria evaluate the legislation in regard to the likelihood that it will produce quality schools and/or serve as examples of how the larger system of public schools should operate. The analysis indicates that not all states require that charter schools develop programs that are consonant with state and/or local standards; that all states prohibit charter schools from charging tuition, but are less clear regarding fees and donations; and that there is great variety in the governance structures of charter states. The report offers the following recommendations: (1) charter schools must be based on high academic standards; (2) charter-school students must take the same tests as other students in the state and district; (3) charter-school employees should be covered by the collective-bargaining agreement; (4) charter schools should be required to hire certified teachers; (5) charter schools should have the approval of local school districts; and (6) charter schools should be required to make information available to the public. Four tables are included. (Contains 46 references.) (LMI)

ED 410 669 EA 028 568

McDermott, Edwin J.
Distinctive Qualities of the Catholic School. Second Edition. NCEA Keynote Series.
PUB DATE- 97
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; *Educational Objectives; Elementary Secondary Education; Government School Relationship; *Institutional Mission; Moral Development; Moral Values; Parent School Relationship; *Religious Education; School Choice

The Catholic school is unique because it is a religious community within an academic community. There is a dual purpose in a Catholic school--learning and believing. This handbook provides Catholic educators with an effective tool for understanding and articulating the distinct characteristics of the Catholic school. Chapter 1 discusses ways in which the teachings of Jesus Christ inform Catholic education. Chapter 2 discusses the dual goals of learning and believing in Catholic schools--how the Catholic school is both an academic community and a community of believers. The third chapter discusses the dignity state and district goals. Providing flexibility to local decision-makers is also a potential means for improving student achievement. This report provides a snapshot of several states' recent experiences with flexibility and deregulation, with a focus on how states promote flexibility in their education systems and what impact their efforts have had on student achievement. The report reviewed state education statutes; interviewed 44 policy activists from business, education, politics, and communities; and conducted a literature review. Findings show that the people who grant the flexibility must be prepared to live with nonuniform results; it is still too early to assess the overall impact on student achievement. In addition, structural reforms to improve student achievement have little impact by themselves. Policy evaluation, in general, is a weak link in the policy chain that can be strengthened by examining the impact of policy decisions and using the results to improve decisions and reallocate resources. Flexibility is a necessary but insufficient piece of a comprehensive education reform plan--one of several important strands in a comprehensive approach to improving student achievement. Appendices contain a list of the 44 interviewees, the interview guide, and examples of statutory language. (Contains 25 endnotes.) (LMI)

ED 410 689   EA 028 593

America's Public Schools Must Change...But Can They? Results from the ECS 1996 National Post-Election Voter Survey.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Educational Improvement; Educational Quality; Elementary Secondary Education; Majority Attitudes; Political Affiliation; *Political Attitudes; *Public Opinion; *Public Schools; Public Support; School Support; *Voting

Public concern about the quality of education is increasing dramatically. This report presents findings of a national survey conducted by the Education Commission of the States (ECS) following the November 1996 general election. Data were gathered through a telephone survey of 1,200 registered voters, 40 percent of whom were Republicans, 40 percent of whom were Democrats, and 20 percent of whom were Reform Party/independents. Forty-nine percent said that candidates' stands on public education made a real difference in who they voted for in presidential and congressional races. Seventy-two percent of voters placed education reform at the top of the 1997 congressional agenda, along with crime and Medicare. A majority of respondents said that they wanted teaching that clearly links studies to real life, tough academic standards, more parent influence at the school level, and less bureaucracy. Most attributed public schools' disappointing performance to bureaucratic control, safety and discipline problems, insufficient money for teachers and programs, inadequately prepared teachers, and special interest groups with conflicting goals. Almost half said that high schools did not adequately prepare students for higher education. Fifty-four percent said that public schools need a major overhaul (of that percent, 27 percent were favorable to vouchers and charter schools). Finally, respondents identified the most important improvements that schools could make: (1) raise expectations of student learning; (2) set clear standards; and (3) teach young peer acceptance in a play context, and peer nominations of frequent playmates. Although generally there was low acceptance of students with severe disabilities, the most severely disabled students were generally the most accepted. The paper suggests that the students who were more definitively severely disabled were more likely to attain protected deviant status and differentiated expectations. (Contains 12 references.) (DB)

ED 410 709　　　　EC 305 762

Mutua, Kagendo
The Semiotics of Accessibility and the Cultural Construction of Disability.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accessibility (for Disabled); Case Studies; College Students; Cultural Background; Cultural Influences; Foreign Countries; Foreign Students; Higher Education; *Inclusive Schools; Mainstreaming; *Physical Disabilities; *Semiotics; Social Integration; *Symbolism
IDENTIFIERS- Kenya

This paper draws on the observations of an international college student with an upper socio-economic background from Kenya who, prior to graduate work in the United States, had almost no contact with people with physical disabilities. The paper explores the construction of accessibility and disability on a college campus as viewed from a semiotic perspective through a research project that was conducted with a student with physical disabilities who used a motorized wheel chair. The paper contrasts an initial reaction to the freedom of accessibility the person with disability appears to have in the United States with the reality of a case study of a wheel-chair confined student. The commentary considers how signs of accessibility (such as the ramp sign) operate at three levels: (1) the iconic (signifying access or a way in/out); (2) indexical (as a marker of a society accessible by all citizens, even those with disabilities); and (3) symbolic (as a representation of freedom of movement, convenience, and inclusion). At this third symbolic level, the paper suggests that the ramp, when inconveniently though legally located, represents confinement, inconvenience, restriction of freedom, and a sense of censored access. The paper also examines ways that a person can be "dis-abled" by a culture through denial of a person's abilities or "enabled" and empowered. (Contains 11 references.) (DB)

ED 410 710　　　　EC 305 763

McDowell, Everett E.
Crisis Debriefing Teams' Manager's Handbook.
PUB DATE- 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Adolescents; Family Attitudes; Family Environment; Family Influence; *Family Relationship; *Gifted; *High School Students; High Schools; Self Concept; *Sex Differences; *Socioeconomic Status

A study involving 109 male and 116 female high achieving high school students (ages 16-18) and their parents investigated the causal linkages among home environment, self-concepts, prior ability, and socioeconomic status on mathematics achievement, science achievement, and Scholastic Aptitude Test-Quantitative (SAT-Q) and Verbal scores. Students were from 47 schools, had a mathematics and/or science grade point average of 86 percent and above, and had been placed in a gifted class in their schools. One hundred fifty-three participants were also semi-finalists or finalists in the Westinghouse Talent Search. Results of the study showed that prior ability played a major role in influencing the child's educational achievement; males perceived much more parental pressure than females; boys showed a greater math self-concept than females; boys exceeded girls in scores on the SAT-Q and Verbal score; and socioeconomic status was a major contributing force for family processes and offered a positive connection with prior ability. A key finding indicated that pressure for intellectual development had direct negative effects on self-concepts for both males and for females, while exhibiting positive effects for females' math achievement. An appendix includes a graph showing the links between the different variables. (Contains 22 references.) (Author/CR)

ED 410 728 EC 305 787

Wood, Mary M.
Social Competence for Young Children: An Outreach Project for Inservice Training.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; Early Childhood Education; *Educational Strategies; *Emotional Disturbances; Focus Groups; *Inclusive Schools; Inservice Teacher Education; Interpersonal Communication; *Interpersonal Competence; Mainstreaming; Models; Program Evaluation; Questionnaires; *Social Development; Young Children

This final report discusses the outcomes of an outreach project based on the validated Developmental Therapy-Teaching model that emphasizes teaching skills which foster a child's social-emotional-behavioral competence. The project assisted early childhood and local child care programs in replicating components of the model in inclusive or pull-out settings for children (birth through 8) with social-emotional-behavioral disabilities and their families. Project evaluation data indicate that 731 participants at 13 program locations received inservice assistance in implementing the model in inclusive early childhood settings. Of these, 7 sites with 281 participants requested in-depth assistance to become replication sites. Post-training focus groups revealed that references.) (CR)

ED 410 744 FL 024 574

Olaco, John
Mini-Dictionary for ESL Teachers.
PUB DATE- 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Applied Linguistics; *Bilingual Education; *Bilingualism; *English (Second Language); Language Teachers; *Second Language Instruction; Vocabulary

This dictionary lists and defines 370 terms in the fields of applied linguistics and second language instruction that are of use to or may be encountered by teachers of English as a Second Language (ESL). It includes terms relating to psycholinguistics, language acquisition and second language learning theory, classroom management, program design and administration, teacher education, legal issues and compliance, grammar, teaching techniques and approaches, testing, and instructional activities. A glossary of some common acronyms associated with ESL instruction, including those of some professional associations, is also included. (MSE)

ED 410 745 FL 024 593

Kling, Debbie; Zimmer, Kathy
La Frontera: A Class That Crossed the Traditional Borders of Disciplines.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Activities; *Art Education; Class Activities; Course Content; Course Descriptions; Course Organization; Curriculum Design; Grade 9; High Schools; *Interdisciplinary Approach; Second Language Instruction; *Second Languages; *Spanish

This packet of materials describes and documents an integrated curriculum of Spanish second language and art instruction offered to freshmen at St. Charles High School (Illinois). The model is the first step in development of other interdisciplinary programs in the school district. The course is designed to improve students' international perspective and cultural understanding and to foster students' ability to discover through interdisciplinary connections. Classes are conducted during a 2-hour block period, and activities include art appreciation exercises, hands-on art activities, and oral, written, and visual performances integrating art and language content. The packet includes: an introductory note sent to students before the school year; a letter to parents of participants; a course description; an outline of targeted content, skills, instructional techniques and activities, and assessment activities for each month in the school year; two sample tasks and task evaluation worksheets for teachers; a letter to parents after the first five weeks of class; a description of computer-related activities and their objectives; a list of art projects used in 1995-96; and a newspaper article about the class. (MSE) participant selection process, notes the kinds of programs from which the participants came, and summarizes the conference program. The central feature was presentations by eight experienced master teacher/consultants on theoretical and practical issues in teaching Spanish as a first language. Each gave a talk on current research and application in a particular area of specialization. These included: student placement; meeting individual students' affective and instructional needs; techniques for language maintenance and retrieval; pre-reading, reading, and post-reading activities to use with Spanish literary texts students can relate to easily; activities using the functional-notional approach to developing language skills; creative group activities to explore opportunities to use Spanish outside the classroom; cooperative learning activities; and popular language use, language use apprehension, and codeswitching. Incorporating ethnographic studies into the curriculum is also discussed. Additional past and upcoming conference information is included. (MSE)

ED 410 766 FL 024 720

Song, Minjong
The Effect of Dialogue Journal Writing on Writing Quality, Reading Comprehension, and Writing Apprehension of EFL College Students.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Classroom Techniques; College Freshmen; *College Students; *Dialog Journals; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; *Journal Writing; *Reading Comprehension; Second Language Instruction; *Writing Apprehension
IDENTIFIERS- South Korea

This study investigated the effect of dialogue journal writing on the writing quality, reading comprehension, and writing apprehension of college freshmen studying English-as-a-Foreign-Language (EFL) in a Korean university. Subjects were 207 students in four intact reading sections of a freshman English reading course. For a 10-week period, students in two sections wrote dialogue journals, and their progress was compared with that of the other two sections in pretest/posttest format. Writing quality was assessed holistically in two essays. Reading achievement was evaluated with two reading comprehension subtests of the Test of English as a Foreign Language (TOEFL). A writing apprehension scale was also used before and after the dialogue journal period. Results indicate that the journal-writing groups progressed better in all three areas, although not always to a degree that was statistically significant. Some sampling limitations are also noted. It is concluded that use of dialogue journals may be an effective technique in EFL instruction in general and in reading instruction in particular. Contains 49 references. (MSE)

ED 410 767 FL 801 184

Janes, Helena; Kermani, Hengameh
Seriedad y Broma (Formality and Teasing): Vertical and Horizontal Scaffolding of Literacy Events in Latino Immigrant Families.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English

NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies; *Business Administration Education; Consortia; *Curriculum Development; Foreign Countries; Global Approach; *Graduate Study; Higher Education; Institutional Role; *International Education; International Programs

This paper discusses contemporary issues concerning the internationalization of graduate-level business curricula. It examines the consensus within international consortia of universities concerning a curriculum in international business, focusing on the need for internationalizing the business curriculum, the benefits to developing nations, the extent of business schools' participation in international consortia, examples of successful consortia, and the characteristics of successful consortia. The paper then addresses the role of accreditation in achieving quality in global education systems, focusing on the accreditation process, regional accreditation and quality, and specialized accreditation. It goes on to review curriculum development guidelines for university business programs, focusing on accrediting bodies' criteria for business curriculum development, quality and continuous improvement in the business curriculum development process, and the role of the Centers for International Business Education and Research in developing curriculum. Finally, the paper examines the reconciliation of the diversity/conformance paradox in international business school curriculum. (Contains 32 references.) (MDM)

ED 410 788 HE 030 334

Pinar, William F.; Reynolds, William M.; Slattery, Patrick; Taubman, Peter M.
Understanding Curriculum. An Introduction to the Study of Historical and Contemporary Curriculum Discourses. Counterpoints: Studies in the Postmodern Theory of Education, Vol 17.
PUB DATE- 95
NOTE- 1143p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Aesthetics; *Curriculum; Curriculum Development; Curriculum Research; *Educational History; *Educational Philosophy; *Educational Principles; Elementary Secondary Education; Futures (of Society); Global Approach; Hermeneutics; Higher Education; Humanistic Education; Politics; Public Policy; Racial Factors; Sex; Social Sciences; Textbooks; Theological Education
IDENTIFIERS- *Curriculum Reconceptualists; Postmodernism; Poststructuralism

This text provides a comprehensive treatment of curriculum theory and is organized around the concept of Reconceptualization from the institutionalized aim of improving practice incrementally to the goal of understanding curriculum practice and experience from a variety of perspectives. After an introductory chapter, Chapter 2 reviews the history of curriculum in the United States from 1828 through 1927. Chapter 3 continues the review through 1969 and ends with discussion of the rise of Reconceptualization. Chapter 4 reviews the 1970s and years, enrolled 62 students, and employed five part and/or full time faculty members; the mean ratio of equine students to faculty members was 18:1; the average class time was distributed into 52 percent lecture, 48 percent lab; and the mean number of horses per student was 1.44. The study concluded that equine programs tend to emphasize hands-on career skills. Major budget categories of the programs surveyed were: salaries (44 percent), horse care (21 percent), and equipment purchase/facility maintenance (10 percent). Most department chairpersons held equine-related degrees or training and spent the largest portion of their time (47 percent) on teaching and advising students. Data also suggested that equine programs are a potential source of revenue to colleges. Appendices include the study questionnaire and detail on the research sample. (Contains 40 references.) Author/LEE)

ED 410 805 HE 030 378

Chaney, Bradford; Muraskin, Lana; Cahalan, Margaret; Rak, Rebecca
National Study of Student Support Services. Third-Year Longitudinal Study Results and Program Implementation Study Update.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 97
NOTE- 660p.; For the interim report (volumes 1 and 2), see ED 370 512-513.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Persistence; College Attendance; College Credits; College Outcomes Assessment; Colleges; Cultural Enrichment; *Disadvantaged; *Educational Counseling; Grade Point Average; Higher Education; Participation; Peer Teaching; Program Effectiveness; *School Holding Power; *Services; Statistical Analysis; Student Attitudes; Student Characteristics; Tutorial Programs
IDENTIFIERS- *National Study of Student Support Services

This follow-up study, part of the National Study of Student Support Services compared the status of 2,900 disadvantaged students receiving student support services (SSS) since entering college 3 years earlier and 2,900 nonparticipating comparable students. Services offered varied among institutions but were all intended to help students stay in and graduate from college. Among key findings were the following: (1) SSS participation showed a small but positive and statistically significant effect on all three measures of student outcomes: grades, number of semester credits earned, and persistence in college; (2) average impact was small because most students received a modest amount of services; (3) size of impact depended on the degree of student participation in SSS; (4) estimated impact of SSS also varied based on which particular services were received; and (5)SSS effects were consistent across different subgroups of students. Among the supplementary services, peer tutoring received in the first year showed the most consistent positive impact on all three student outcomes. The report provides extensive detail on the study's methodology and findings. Appendices detail the sampling methodology, include the questionnaire used, provide literature review matrices, and analyze effects of nonrespondents on the study's findings. (Contains approximately 250 references.) (DB)

ED 410 806 HE 030 379

in the Western Interstate Commission for Higher Education (WICHE) states are shifting in response to the concerns raised by these trends. In the early 1990s state appropriations for education began to decline in real terms, lagging behind inflation and the proportion of federal support for financial aid was reduced from 81 percent to 75 percent between 1983 and 1993. As a result, the burden of paying for higher education is shifting back to students and their families during a period when tuition and fees are rising sharply and the number of students from disadvantaged homes is increasing. Leaders and policymakers in the western states are committed to examine choices more carefully and work for longterm solutions to the triple challenge facing higher education: ensuring a quality education in the face of reduced funding and increasing demand. Section 1 consists of tables of demographic data on high school graduates, student enrollment, and student migration; revenue sources; and financial aid. Section 2 contains information on state tuition policies, nonresident student policies, student fee policies; financial aid policies, and a list of state contacts. (JLS)

ED 410 824 HE 030 398

Tuition and Fees in Public Higher Education in the West: 1996-1997. Detailed Tuition and Fees Tables.
PUB DATE- 96
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; *Educational Finance; Fees; Full Time Students; Higher Education; In State Students; Instructional Student Costs; Out of State Students; *Public Colleges; Regional Programs; State Universities; *Student Costs; *Student Financial Aid; Tables (Data); *Tuition; Two Year Colleges
IDENTIFIERS- *United States (West)

This report presents data on tuition and fees from public 4-year and 2-year institutions in the Western Interstate Commission for Higher Education (WICHE) states. These states include Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. The data include current tuition and fees for resident and non-resident undergraduate, graduate, and professional students. The data were collected using a survey mailed to state governing and coordinating board staff in August 1996 and represents data for 1996-97. The report consists of 23 tables of data. Some tables include institution-specific data. Most tables provide comparative statistics for 1986-87, 1991-92, 1995-96 and 1996-97. Tables include average annual percentage change in tuition, average tuition and fees, resident versus non-resident data, and undergraduate versus graduate data. Appended are the Carnegie Classification of Institutions of Higher Education, a description of procedures for converting current dollars to constant dollars, and details on the report's methodology. (JLS)

ED 410 825 HE 030 399

Ewell, Peter T.; Kent, Rollin
Policy Approaches to Evaluation and Incentive Funding in U.S. and Mexican Higher Education. "Understanding the Differences": A Working Paper Series on Higher Education in the U.S. and

IDENTIFIERS- *Denmark

Danish adult vocational training activities take the form of specifically targeted initial and continued training for employed and unemployed adults. Planning, development, and adaptation of vocational training programs (AMU programs) are characterized by tripartite cooperation among public authorities and organizations of employers and employees. The 24 independent AMU centers with units spread nationwide have specialized courses and function as residential schools. Technical and business schools also organize AMU training courses. The Vocational Training Council includes representatives of social partners and public authorities who advise the Minister of Labor who has overall responsibility for the adult vocational training programs and for legislation. A committee for continued training, National Labor Market Authority, or training institutions may draw up training programs. The National Labor Market Authority must approve the training institution for offering an officially recognized vocational training activity. The adult vocational training programs include the following: vocational training courses that give participants formal competence, integrated training courses, individual identification of competence, and enterprise-oriented training courses. Ordinary adult vocational training courses are free of charge for participants. User charges have begun to be introduced. The Minister of Labor is also responsible for Danish participation in a number of European Union programs. (YLB)

ED 410 382 CE 074 395

Andersen, Dines; Appeldorn, Alice; Weise, Hanne
Evaluation of the Danish Leave Schemes. Summary of a Report.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Employed Parents; Employee Assistance Programs; Employer Employee Relationship; Foreign Countries; *Fringe Benefits; *Labor Market; *Leaves of Absence; National Programs; Personnel Policy; Program Effectiveness; Program Evaluation; Staff Development; *Unemployment
IDENTIFIERS- *Denmark

An evaluation examined how the Danish leave schemes, an offer to employed and unemployed persons who qualify for unemployment benefits, were functioning and to what extent the objectives have been achieved. It was found that 60 percent of those taking leave had previously been unemployed; women accounted for two-thirds of those joining the scheme; and it was used frequently by employed persons who had formal vocational education/training. Employers concluded training leave agreements primarily with exceptionally competent and motivated employees. For nearly half who took leave, the principal objective was to improve qualifications and skills used in their present jobs and personal development. The great majority of employees who had been on leave were satisfied. Since a condition for parental leave was having a child under the age of nine, most persons who took it were younger than those who took training leave and were women. Most wanted to spend more time with their children; 80 percent suffered an economic loss by taking leave. A significant number of such leaves were longer than the statutory period. A substitute was recruited in 63-73 percent of the cases. Many substitutes appeared to belong to a permanent pool of temporary workers. Parental leave less involvement in manual operative tasks and a greater understanding of the processes. Boundaries between process operations and engineering maintenance blurred. The removal of layers of management led to increased employee responsibilities. The main skills and abilities required of process operatives were basic, interpersonal, occupational specific, and personal. To ensure they recruited the right people, employers were using a greater variety of more sophisticated recruitment and selection techniques. Three types of skill gaps were identified: attitudes, personal skills, and technical skills. Developments in training were related to changes in technology and ways of working. Employers placed more emphasis on continuous learning and development and targeted training to fulfill actual needs. They were developing strategies to assist change through cultural change programs, modifications to recruitment and selection processes, and training and development programs. (Contains 21 references.) (YLB)

ED 410 400 CE 074 543

Yerly, Rebecca C.; McCarthy, Christopher J.; Murff, Robert C.
Coping and Career Advancement Activities.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, IL, August 15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Patterns; *Career Development; *Career Education; Career Exploration; College Students; *Coping; Correlation; Higher Education; *Predictor Variables; Problem Solving; *Psychological Patterns; Regression (Statistics); Student Attitudes

The possibility of using measures of ways of coping to predict career advancement activities was examined in a study of 104 undergraduate students (69% were Caucasian, 19% were Asian-American, 9% were Latina/Latino, and 46% were male) enrolled in a career planning course at a large southwestern university. The students completed the 50-item Ways of Coping Questionnaire (WCQ) and a new 16-item questionnaire called the Career Advancement Activities Scale that was designed to measure action-oriented career planning activities. Stepwise multiple regression analysis was used with the eight separate scale scores from the WCQ as the predictor variables and the overall score of the Career Advancement Activities Scale as the criterion variable. The final regression model included three of the eight predictor variables and was statistically significant. Three coping scales proved to be significant predictors of higher levels of career exploration activities: painful problem solving; accepting responsibility; and confrontive coping. According to the Pearson's "r" correlations calculated for the predictor and criterion variables, more than 28% of the variance in career advancement activity was accounted for by problem solving, accepting responsibility, and confrontive coping strategies. (Contains 15 references and the Career Advancement Activities Scale.) (MN)

ED 410 401 CE 074 545

Lindley, Lori D.; Borgen, Fred H.
Validity of the Strong Interest Inventory: Gender and Personal

DESCRIPTORS- Behavioral Objectives; Competence; Competency Based Education; Computer Software; Graphic Arts; Learning Activities; Lesson Plans; Occupational Information; Occupational Safety and Health; Paper (Material); Postsecondary Education; *Printed Materials; *Printing; Publications; Secondary Education; Task Analysis; Teaching Guides; Teaching Methods; Test Items; Transparencies; Units of Study
IDENTIFIERS- *Printing Presses

This document contains teacher and student materials for a course in graphic arts concentrating on printing presses and the finishing process for publications. Seven units of instruction cover the following topics: (1) offset press systems; (2) offset inks and dampening chemistry; (3) offset press operating procedures; (4) preventive maintenance and troubleshooting; (5) job ticket and cost awareness; (6) calculating paper cutting; and (7) binding and finishing. The teacher edition contains some or all of the following components of a unit of study: suggested activities, instructor supplements, assignment sheet answers, written test, written test answers, unit evaluation form, and transparency masters. The teacher edition also includes introductory pages that contain, in addition to the general information such as the table of contents, foreword, and acknowledgments, an explanation of the use of the publication, a competency profile, an instructional task analysis, a list of related academic and workplace skills, a tools, equipment and materials list, and a list of 26 references. Each unit in the student edition contains some or all of the following components: objective sheet, information sheet, student supplements, assignment sheets, and job sheets. (KC)

ED 410 418 CE 074 582

Crummett, Dan
Graphic Arts: Process Camera, Stripping, and Platemaking. Third Edition.
PUB DATE- 97
NOTE- 292p.; For related documents, see CE 074 579-581.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competence; Competency Based Education; Computer Software; Graphic Arts; Learning Activities; Lesson Plans; Occupational Information; Occupational Safety and Health; *Photographic Equipment; *Photography; Postsecondary Education; Printed Materials; *Printing; Publications; *Reprography; Secondary Education; Task Analysis; Teaching Guides; Teaching Methods; Test Items; Transparencies; Units of Study

This document contains teacher and student materials for a course in graphic arts concentrating on camera work, stripping, and plate making in the printing process. Eight units of instruction cover the following topics: (1) the process camera and darkroom equipment; (2) line photography; (3) halftone photography; (4) other darkroom techniques; (5) overview of process color photography; (6) stripping procedures; (7) platemaking procedures; and (8) digital impact on prepress activities. The teacher edition contains some or all of the following components of a unit of study: suggested activities, instructor supplements, assignment sheet answers, written test, written test answers, unit evaluation form, and transparency

DESCRIPTORS- Adolescents; Child Development; Child Rearing; Competency Based Education; Curriculum Guides; *Early Parenthood; *Employment Potential; Family Involvement; *Individual Development; Infant Care; Instructional Materials; Learning Activities; Lifelong Learning; Neonates; *Parent Education; Parenthood Education; *Parenting Skills; Pregnancy; *Pregnant Students; Prenatal Care; Secondary Education; Social Support Groups; State Programs; Teaching Guides; Youth Problems
IDENTIFIERS- *Graduation Reality and Dual Role Skills Program; Ohio

This resource guide is designed to help teachers assist pregnant and parenting teens, such as those enrolled in Graduation, Reality, and Dual-Role Skills (GRADS) programs, in achieving the competencies outlined in the GRADS Ohio Competency Analysis Profile. Introductory materials include information on use of the guide and resource material on two key issues for classroom instruction: trauma and posttraumatic stress and involving parents in the education of teen parents. The main part of the guide begins with a unit on the process competencies that represent important lifelong learning skills for adolescent parents. The nine content units are as follows: self-formation; pregnancy, wellness, and prenatal care; postpartum/neonatal care; parenting; enhancing child development; creation of a healthy, safe environment; relationships and social support systems; economic independence; and employability. Learning activities in these units reinforce the process competencies as students study and develop action plans. Each unit includes the following components: one-page overview, teacher background information, learning activities for both individual students and groups, action projects designed to help students transfer learning to real-life situations, and student resources (handouts). Special features of the learning activities include performance assessment, family involvement, journal activities, and student-developed resource notebooks. (YLB)

ED 410 435   CE 074 611

The Employer Participation Model.
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Responsibility; Career Development; Career Education; Career Guidance; College School Cooperation; Cooperative Programs; Coordination; Corporate Support; Corporations; *Education Work Relationship; Elementary Secondary Education; Employer Attitudes; Industry; Models; *Partnerships in Education; Postsecondary Education; Program Development; Program Implementation; *School Business Relationship; School Community Relationship; *School Support; Work Experience Programs
IDENTIFIERS- School to Work Opportunities Act 1994

This employer participation model is designed to help employers of all sizes customize their participation in school-to-work activities. Using it as a foundation, companies can evaluate resources and target them to areas of opportunity. The first section focuses on employers working with students and teachers. A chart describes activities in which the company could participate in the schools in its community. For each of three purposes--career awareness, exploration, and preparation,

paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Development; Allied Health Occupations; Behavioral Objectives; *Child Development; Competency Based Education; Death; *Individual Development; Instructional Materials; Learning Activities; Nurses; *Nursing Education; Postsecondary Education; *Practical Nursing; State Curriculum Guides; Student Evaluation; Teaching Guides

This curriculum guide is designed to prepare nursing professionals to assess clients' needs and help both the doctor and clients. The guide contains seven units. Unit 1 introduces the basic concepts of growth and development that the student will need to understand as a basis for the remaining units. Each of the remaining six units discusses caring for a specific age or developmental group: the dying person, infants, children, adolescents, adults, and older adults. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the teacher, extensions and options, information sheets, job sheets, practical tests, written tests, and answers to assignment sheet and written test. Academic skills training is combined with vocational training throughout the instructional materials. To assist teachers in identifying activities that promote basic skills development, a marking system of simple graphic symbols, or icons, is used to denote which of the following nine general basic skill categories is being emphasized: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (YLB)

ED 410 453 CE 074 645

Nursing Concepts. Teacher Edition.
PUB DATE- 92
NOTE- 804p.; For other Practical Nursing courses, see ED 329 792, ED 380 619, ED 380 637, and CE 074 643-649. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF5 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Basic Skills; Behavioral Objectives; Career Development; Classroom Techniques; Communication Skills; *Competency Based Education; Ethics; Law Related Education; Learning Activities; Learning Strategies; Lesson Plans; Life Style; *Nursing Education; Postsecondary Education; *Practical Nursing; Self Concept; State Curriculum Guides; Study Skills; Supervisory Methods; Teaching Guides; *Vocational Education

This curriculum guide contains the materials required to teach a course to prepare students for employment as practical nurses. The following topics are covered in seven instructional units: successful learning skills, positive self-concept, techniques for a balanced lifestyle, communication skills, legal and ethical issues, organizational and management skills, and techniques for career success. Each unit contains some or all of the following: objective sheets, suggested activities, handouts, supplements, transparency masters, activity sheets, assignment sheets, instructional supplements providing suggestions for teaching basic skills, job sheets, practical tests, written tests, and assignment sheet and test answers.

ED 410 472 CE 074 684

Weissman, Evan
Changing to a Work First Strategy. Lessons from Los Angeles County's GAIN Program for Welfare Recipients. A How-to Guide.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 97
NOTE- 100p.; Published and disseminated as part of Manpower Demonstration Research Corporation's ReWORKing Welfare technical assistance project.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Agency Cooperation; *County Programs; Economically Disadvantaged; Education Work Relationship; Employment; *Employment Services; *Job Placement; *Job Training; Program Design; Program Implementation; *Welfare Recipients; Welfare Services
IDENTIFIERS- California (Los Angeles County); *Greater Avenues for Independence

This report focuses on an effort by Los Angeles County to transform its welfare-to-work program, Greater Avenues for Independence (GAIN), from one that emphasized basic education to one focused on speedy entry into the work force. Chapter 1 presents an overview of the original program; reasons for a shift to a work-first model and description of the new Jobs-First GAIN program. Chapter 2 describes the program's new philosophy and details how administrators initiated the change. It discusses the administrative restructuring that preceded the shift and the competitive and performance-based contracts GAIN administrators instituted to ensure program service providers supported the work first emphasis. Chapter 3 describes how administrators were able to change the way staff thought about GAIN and presented the Jobs-First message to participants, mainly through a focus on job placements and other outcome measures as key indicators of staff performance and overall program success. Chapter 4 discusses changes to make GAIN services more employment oriented. It describes job services provided by the County Office of Education; ways in which basic education classes became more short-termed and employment-focused; other services; the role of case management; and program costs. Chapter 5 notes some possible next steps, for example, recent efforts to promote the work first message at income maintenance offices and to improve communications between staff at offices and agencies that provide GAIN services. Contains 23 references. (YLB)

ED 410 473 CE 074 687

Bellard, Jan; Baldoquin, Hilda Gutierrez; Sachs, Andrew M.
Face to Face. Resolving Conflict without Giving In or Giving Up. Curriculum for AmeriCorps and the Corporation for National Service.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 96
NOTE- 319p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict; *Conflict Resolution; *Cooperation;

time they reach age 17, youth are surrounded by illegal drugs in their schools, in their neighborhoods, and among their friends. More than 70% of 15 to 17 year olds, and more than 70% of teenagers' parents believe that drugs are used and sold at the high schools the children attend. Strategies for helping teens resist drugs are highlighted throughout the report. Parents' responsibilities and characteristics of teens least likely to use drugs and are also detailed. (RJM)

ED 410 492 CG 027 966

Stebbins, Molly S.; McIntosh, David E.
The Educational and Psychological Interventions for Children and Adolescents with Marfan Syndrome.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Anaheim, CA, April 2-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Chronic Illness; Elementary Secondary Education; *High Risk Students; *Intervention; Learning Disabilities; *Physical Disabilities; Psychoeducational Methods; *Special Health Problems; Student Needs
IDENTIFIERS- *Marfan Syndrome

Marfan's syndrome is an autosomal dominant chromosomal disorder of connective tissue which may cause major abnormalities in the musculoskeletal, ocular (pertaining to the eye), and cardiovascular systems of the body. A description of this disorder is presented in this paper. It affects approximately .03 to .05% of the population; approximately 40,000 persons in the United States are currently diagnosed with Marfan's syndrome. Although little research has been conducted exploring the educational and psychological features of the co-presence of other disorders, such as learning disabilities or attention deficit hyperactivity disorder, one study identified 13% of Marfan syndrome sufferers as having a learning disability and 17% as having attention deficit disorders. Although these results may suggest a higher incidence of learning disabilities and attention deficit disorders among individuals with Marfan Syndrome compared to the general population, the author recommended caution in generalizing the results of the entire Marfan population given the small size of their sample and the uncertainty of the incidence of learning disabilities among the general population. Developmental impacts of the syndrome are also poorly understood, although some tentative conclusions can be advanced. Some of the psychoeducational implications are explored here, including school behavior and what steps school psychologists can take to help these children. (RJM)

ED 410 493 CG 027 967

Domingo, Meera; Keppley, Sharon; Chambliss, Catherine
Young Adults' Attachment: Does Maternal Employment Make a Difference? Attachments Correlates of Maternal Employment after Infancy.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 410 512 CG 027 999

Brock, Stephen E.
Diagnosis of Attention-Deficit/Hyperactivity Disorder (ADHD) in Childhood: A Review of the Literature.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Anaheim, CA, April 2-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; *Clinical Diagnosis; Diagnostic Tests; Elementary Secondary Education; Evaluation Methods; Hyperactivity; Literature Reviews; *Symptoms (Individual Disorders)

While it is acknowledged that there is no flawless measure of attention deficit/hyperactivity disorder (ADHD) in childhood, a review of the literature reveals significant agreement in recommended assessment procedures. An overview of these procedures is presented in this paper. It begins with the diagnostic criteria for ADHD, such as symptom duration, inattention, hyperactivity, impulsivity, developmental level, symptom onset, symptoms appearing in multiple settings, clinical significance, and the ruling out of other disorders that might cause the symptoms. The paper then discusses procedures recommended in a sample of the literature that discuss ADHD diagnosis, including diagnostic procedures, rating scales, interviews, parent interviews, direct observation, laboratory and psycho-educational tests, medical evaluation, a review of school records, and peer assessments. It was found that rating scales, interviews, observations, and laboratory/psycho-educational testing were the most frequently recommended diagnostic techniques, although the efficacy of some of these techniques is questionable. It is emphasized that the diagnosis of ADHD is a matter of an educated opinion and that no single psychological or medical test is recommended for use in diagnosing ADHD. Furthermore, a number of other factors or conditions can create ADHD-like symptoms. Contains 48 references. (RJM)

ED 410 513 CG 028 000

Neven, Ruth Schmidt
Emotional Milestones: From Birth to Adulthood, a Psychodynamic Approach.
PUB DATE- 96
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Behavior; *Child Development; *Child Rearing; Counseling Theories; Developmental Psychology; *Developmental Stages; Elementary Secondary Education; Family Environment; *Parent Child Relationship; Young Children
IDENTIFIERS- Adolescent Behavior; *Psychodynamics

Rearing children is life's most important job, yet parents often have little training or preparation for this awesome responsibility. Thus, different perspectives of important involved in recreational reading, time spent with a non-parental caregiver, and bedtime) of first- through fifth-grade students to see if any common experience existed among those students reading above grade level. Subjects were 34 students attending the Christian Life Elementary School in Kenosha, Wisconsin. Parents completed logs for 5 school days recording time spent in the various activities. Students' scores on the Stanford Achievement Test were gathered. Results indicated: (1) no negative effects on the reading achievement of these students for the very limited amount of involvement they had with television activities; (2) no relationships between time spent involved in television activities and homework, leisure reading, after school care situations, or bedtime; (3) negative correlations between reading achievement and time doing homework; (4) the one positive correlation was between reading comprehension scores and time spent studying for the third-grade group; (5) students did not engage in much leisure reading, but there were positive relationships between leisure reading and reading achievement for second and fourth graders; (6) the limited time spent with non-parental caregivers showed a positive correlation with reading achievement scores; and (7) only the second-grade group showed a positive correlation between bedtime and reading achievement. (Contains 22 references, 52 notes, and 30 tables of data. Appendixes contain permission letters, a sample log, and directions for completing the log.) (RS)

ED 410 532   CS 012 892

Dwyer, Pat; Merriman, Barb; Mitts, Jan
Improving Reading Skills through Phonemic Awareness.
PUB DATE- 97
NOTE- 114p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Decoding (Reading); Grade 1; *Instructional Effectiveness; Parent Participation; Phoneme Grapheme Correspondence; Primary Education; *Reading Improvement; Reading Research; *Reading Skills
IDENTIFIERS- *Phonemic Awareness; Phonological Awareness

This paper describes a program for improving reading skills at the beginning of first grade so that a rapid acquisition of skills will enhance students' ability to succeed in their respective basal programs. The targeted population used a first grade in a suburban school (Site A) and a first grade in a mid-sized, Midwestern city school (Site B). The problems of poor word attack and phonemic awareness skills were documented through baseline testing during the first weeks of school. Analysis of probable cause data revealed that poor reading skills can be related to poverty, disadvantaged households, or lack of readiness to read on the local level. Published literature reveals that additional causes for poor reading skills are deficits in sound/symbol association, lack of phonemic awareness, a failure of teachers to address students' varied learning styles, lack of exposure to print, competition from TV and videos, and developmental delays. A review of solution strategies by reading researchers, combined with an analysis of the local settings, resulted in the selection of phonemic awareness instruction as an intervention. Instruction in listening, sound/symbol association, segmenting words, and blending sounds using methods which target the varied learning

PUB DATE- 96
NOTE- 203p.; For the 1995-1996 edition, see CS 012 919; for the 1993-1994 edition, see ED 384 855.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Classroom Research; Elementary Secondary Education; Higher Education; Reading Attitudes; Reading Difficulties; *Reading Instruction; *Reading Processes; *Reading Research; Social Influences; *Teacher Education
IDENTIFIERS- Reading Management

This book summarizes approximately 500 reports of reading research identified between July 1, 1994 and June 30, 1995. The research studies in the book are categorized into 6 major areas: (1) summaries of reading research; (2) teacher preparation and practice; (3) sociology of reading; (4) physiology and psychology of reading; (5) the teaching of reading; and (6) reading of atypical learners. All but the first category in the book are further subcategorized, and individual studies within subcategories are grouped by subject. An author index and a list of journals monitored conclude the book. (RS)

ED 410 551 CS 012 919

Weintraub, Sam, Ed.
Annual Summary of Investigations Relating to Reading, July 1, 1995 to June 30, 1996.
PUB DATE- 97
NOTE- 195p.; For the 1994-1995 edition, see CS 012 918.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Classroom Research; Elementary Secondary Education; Higher Education; Reading Attitudes; Reading Difficulties; *Reading Instruction; *Reading Processes; *Reading Research; Social Influences; *Teacher Education
IDENTIFIERS- Reading Management

This book (the 72nd and last in the annual series) summarizes approximately 500 reports of reading research identified between July 1, 1995 and June 30, 1996. The research studies in the book are categorized into 6 major areas: (1) summaries of reading research; (2) teacher preparation and practice; (3) sociology of reading; (4) physiology and psychology of reading; (5) the teaching of reading; and (6) reading of atypical learners. All but the first category in the book are further subcategorized, and individual studies within subcategories are grouped by subject. An author index and a list of journals monitored conclude the book. (RS)

ED 410 552 CS 012 920

Dreher, Mariam Jean, Ed.; Slater, Wayne H., Ed.
Elementary School Literacy: Critical Issues.
PUB DATE- 92
NOTE- 296p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Elementary Education; *Emergent Literacy; *Grouping (Instructional Purposes); High Risk Students; Learning Disabilities; *Reading Instruction; Social Studies; Student

ED 410 571 CS 215 919

Brown, Vicki A.
Treasure from Our Trash: A Study of Unofficial, Vernacular Literacy among Six Graders.
PUB DATE- 97
NOTE- 176p.; Portions of this paper were presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Classroom Research; Cultural Differences; Ethnic Groups; *Grade 6; Inner City; Intermediate Grades; Interviews; *Language Usage; *Literacy; Low Income; *Sex Differences; *Student Attitudes; Student Behavior
IDENTIFIERS- African Americans; *Literacy as a Social Process; *Native Language

Unofficial, vernacular literacy of four diverse sixth-grade groups in a midwestern area was explored using naturalistic, direct observation in classrooms, informal interviews, and literacy survey. Research spanned the 1991-92 through the 1994-95 school years. The focus group, which was studied all 4 years of the research period, attended an inner-city "Chapter-One" school that served primarily low-income African American students. The 3 comparison groups were located within a 40 mile radius of the focus group: one group attended another inner-city "Chapter-One" school that served primarily low-income, White Appalachian children; another group was primarily made up of students of working class families, was 100% White, and attended a rural school; and another group attended a school in a primarily middle-class community, and was 95% White. Findings seem to reveal a great similarity in the use of unofficial, vernacular literacy, and general attitudes toward literacy among all four groups. Gender difference in students' literate communication, both in form and content, was common to all four groups. An ethnic difference was suggested when boys in the focus group were found to exhibit a heightened sensitivity to gendered material. In particular, the study provides evidence for generative creativity among some of society's weaker students, and argues that the texts created by students of the focal group indicate considerable untapped language ability and unrecognized literate skill. (Contains 68 references; appendixes contain data, survey instruments, field notes, and samples of students' "unofficial" writing and drawing.) (Author/RS)

ED 410 572 CS 215 921

Fischer, Ruth Overman
Understanding Students from Other Cultures: What They'd Have Us Know.
PUB DATE- 90
NOTE- 14p.; Paper presented at the Annual Meeting of The National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990.)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Applied Linguistics; *Classroom Communication;

down the bones," means striving for the essential, awakening speech of the mind. For students in class or in workshops, the book advocates trying different techniques or methods of writing until eventually, these students will "hit the mark." The book can be read consecutively, but each chapter may be read separately, since each chapter is designed to be its own whole. Includes 15 notes. (NKA)

ED 410 591 CS 215 974

Zaragoza, Nina
Rethinking Language Arts: Passion and Practice. Critical Education Practice Series Volume 9.
PUB DATE- 97
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; Critical Theory; Critical Thinking; Drama; Elementary Education; Grouping (Instructional Purposes); *Language Arts; Poetry; Reflective Teaching; *Student Evaluation; *Teacher Role; Teacher Student Relationship; Writing Instruction
IDENTIFIERS- *Authentic Assessment; *Critical Pedagogy

Based on experience with non-native English speaking students, this book connects classroom practice to critical theory and provides a clear vision of alternative classroom environments in action. In the form of letters from a teacher-educator to her students, the book urges teachers to review and reevaluate their classroom practices to create an accommodating and positive environment for all children. The book explores and explains such teacher roles as decision maker, reflective thinker, political being, and social change agent. It stresses the importance of understanding educational philosophy and theory--the underpinnings that enable teachers to create classrooms, curricula, and schools that meet students' needs. "Letters" in the book are: (1) Introduction; (2) The Reflective Educator: Rethinking the Teacher as Practitioner; (3) Teaching within Community: Rethinking Blocked Schedules; (4) Broadening Our Definitions: Rethinking What We Say about Our Children and Their Learning; (5) Children as Authors in a Writer's Workshop: Rethinking "My Summer Vacation"; (6) Teaching as Human Community: Rethinking the Bluebirds, Robins, and Buzzards; (7) Allowing Students to Think: Rethinking "Teaching Students What to Think"; (8) Playwrights in Action: Rethinking Poetry and Drama in the Classroom; (9) Authentic Evaluation: Rethinking the Friday Spelling Tests; (10) The Nature of Instruction: Rethinking Objectives, Procedures, and Evaluation; (11) Classroom Interactions: Rethinking Classroom Management; (12) But Where's Your Desk? Rethinking Classroom Design; (13) For Now, Farewell: Rethinking Getting the Children Ready for Next Year; and (14) P.S.: Some Last Thoughts. Contains 20 references. (RS)

ED 410 592 CS 509 472

Hugenberg, Lawrence W.; Moyer, Barbara S.
The Research Foundation for Instruction in the Basic Public Speaking Course.
PUB DATE- 97
NOTE- 37p.; Paper presented at the Annual Meeting of the Central States Communication Association (St. Louis, MO, April 10-13,

NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Elementary Secondary Education; Foreign Countries; Parent Attitudes; Program Effectiveness; *Speech Language Pathology; *Speech Therapy; *Staff Utilization; *Student Needs; Teacher Attitudes
IDENTIFIERS- *Nanaimo School District 68 BC

A study evaluated the Speech-Language Program in school district #68, Nanaimo, British Columbia, Canada. An external evaluator visited the district and spent 4 consecutive days in observing speech-language pathologists (SLPs), interviewing teachers, parents, administrators, and examining records. Results indicated an extremely positive response to service by six stakeholders groups and a consistent appeal by all involved for more than minimal service. There is a considerable documented unmet need for service by communicatively impaired children. There is also agreement by all involved that current service is spread too far and stretched too thin. Recommendations include: serve fewer students better; clearly state program mandate; document current unmet need; address unmet need; and clearly define operational procedures. (Contains 56 references. An excerpt from the British Columbia Ministry of Education's manual of policies, procedures, and guidelines on speech pathology; and a role description of speech and language pathologists are attached.) (RS)

ED 410 612 CS 509 572

Martin, Matthew M.; Weber, Keith; Burant, Patricia A.
Students' Perceptions of a Teacher's Use of Slang and Verbal Aggressiveness in a Lecture: An Experiment.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Baltimore, MD, April 10-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Classroom Communication; Classroom Techniques; Communication Research; Higher Education; *Instructional Effectiveness; *Language Usage; Questionnaires; *Student Evaluation of Teacher Performance; *Student Reaction; Teaching Skills; Teaching Styles; Undergraduate Students; *Verbal Communication
IDENTIFIERS- Slang; *Student Perceptions of Teacher

A study examined students' perceptions of an instructor's use of slang and verbal aggression in giving a presentation. The study used an experiment to investigate the relationship between these two variables and students' perceptions of credibility, affect, and immediacy. Participants, 167 undergraduate communication students at a large midwestern university, attended a research session outside of class and listened to one of four audiotapes of a presentation. The instructor's use of slang and verbal aggression were manipulated in 4 conditions: with verbal aggression only: (39 participants); with slang only (39); with both (45); and, a control condition, with neither (44). After listening to the lecture, participants completed a questionnaire. Results indicated that the instructor's competence was higher in the control condition than in the verbally aggressive and the combination conditions. Participants also reported greater lecture affect for the slang condition over the verbally aggressive and combination

Relationship; Leadership; Organizational Communication; Organizational Development; *Participative Decision Making; *Principals; School Based Management; *Teacher Administrator Relationship

Empowerment, also referred to as shared decsion making and site-based decision-making, is essential to school reform and to the preparation of students for the changing demands of a global and technological world. This paper describes the role of the principal in facilitating empowerment in the school. The principal is the building leader who structures the climate to empower both teachers and students at the site. Personal characteristics and skills necessary for the principal's success have been identified by writers such as Fiske and Covey, as well as many other researchers. Primary characteristics include honesty, trust, and patience while skills such as communication, problem solving, and modeling are essential for the process. Benefits of empowerment have been linked to improved academic performance and instruction, increased involvement of teachers, and ownership of the decisions. Training and the development of leadership skills are also integral parts of empowerment. Improved communidation and input into decisions lead to better decisions. Empowerment exemplifies a paradigm shift with the decsions made by those working most closely with students rather than by those at the top of the pyramid. The principal is the leader in implementing and supporting empowerment. (Contains 18 references.) (Author)

ED 410 631 EA 028 504

MacDonald, Irene M.; da Costa, Jose L.
Exploring Issues of School Violence: The "Code of Silence."
PUB DATE- 96
NOTE- 26p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (St. Catherines, Ontario, Canada, June 4-7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Crime; Foreign Countries; Junior High Schools; *School Safety; *School Security; *Student Attitudes; Tables (Data); *Victims of Crime; *Violence
IDENTIFIERS- *Alberta

Although school violence has been a concern in the United States for over two decades, the topic has only recently generated serious study in Canada. Central to the development of effective violence-mitigation policies is an understanding of how and why student victims, perpetrators, and observers respond to the school-based violence they experience. This paper introduces research exploring such issues through the viewpoint of students at five central Alberta junior high schools. The study explored the variables that most influenced students' responses to violence, as well as their perceptions regarding their schools' responses to the victims and perpetrators of violent behaviors. Data were gathered from a questionnaire of 231 out of 381 students from grades 7-9, 5 principals, and 23 out of 39 junior high school administrators from 39 junior high schools in three school districts. Findings show that students' and administrators' perceptions and ways of dealing with violence in the schools differed markedly. Students expressed an unwillingness to report violence for fear of reprisal and perceived a lack of teacher concern and effectiveness. Observers actively chose not to report the violence they witnessed. Recommendations for breaking the "code ranked traditional administrative responsibilities among their main priorities, with communication responsibilities slightly less emphasized. Some chairs reported instructional leadership responsibilities among their highest priority roles; however, teachers did not note this trend. There was no clear relationship between chairs' perceptions of emergent instructional leadership roles and the degree of collegiality within the corresponding department. Teachers said that their needs for "improvement in teaching" and assistance with "assessment techniques" were not being met. Department chairs in schools undergoing restructuring and in nonrestructuring schools did not appear to differ in their perceptions of roles and responsibilities. In conclusion, teacher-leaders should be thoroughly supported and their roles aligned with restructuring goals. Eight tables are included. (Contains 22 references.) (LMI)

ED 410 650 EA 028 542

Berger, Mark; Hougland, James G., Jr.; Kifer, Edward
The Kentucky Education Reform Act and the Public: A Study of Attitudes during KERA's First Three Years. UKERA Occasional Papers, No. 0002.
PUB DATE- 92
NOTE- 24p.; Revised and updated version of "Public Attitudes toward the Kentucky Educational Reform Act," CDC Development Paper #27, University of Kentucky, September, 1992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; Educational Objectives; Elementary Secondary Education; Governance; Majority Attitudes; *Public Opinion; *Public Support; *School Restructuring; *School Support; *State Legislation; State Surveys
IDENTIFIERS- *Kentucky Education Reform Act 1990

In 1990, the General Assembly of the Commonwealth of Kentucky passed comprehensive and controversial legislation designed to change the nature of public education throughout Kentucky. Because implementation of the Kentucky Education Reform Act depends on public support at both the state and local levels, it is important to know whether support for KERA is being sustained. This paper summarizes findings from a series of surveys that were conducted to identify the public's attitudes and expectations regarding KERA. A series of statewide polls were conducted from spring 1990 to fall 1992. Approximately 650 Kentucky residents were interviewed by telephone for each poll, with an average 63 percent response rate. Survey results suggest that most Kentucky residents want KERA to succeed and are willing to provide the necessary resources. The amount of awareness of KERA is increasing over time. At the same time, however, some skepticism has existed throughout the period following the enactment of KERA legislation, and responses suggest that the degree of skepticism and uncertainty may be increasing. Skepticism is particularly common among respondents with low levels of education and income and among those who feel pessimistic about changes in their personal finances. Two tables are included. (LMI)

ED 410 651 EA 028 543

Lindle, Jane Clark
Challenges and Successes with Including Kentucky's Parents in School-Based Decision Making: Pilot Year School Councils Respond. UKERA Occasional Paper #0003.

of the human being and the inalienable right to an education, parents as the primary and principal educators of their children, and the obligation of the state and church to help parents educate their children. Chapter 4 describes how the goal of Catholic schools is to permeate every education experience with the message of love and the vitality of Christ's presence. Suggested readings accompany each chapter. The appendix contains suggested formats for teacher-orientation sessions. (Contains 184 endnotes). (LMI)

ED 410 670 EA 028 569

Haney, Regina, Ed.; O'Keefe, Joseph, Ed.
Conversations in Excellence: Integrating Mission.
PUB DATE- 97
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; Catholic Educators; *Catholic Schools; *Educational Assessment; Educational Change; *Educational Improvement; Educational Objectives; Elementary Secondary Education; *Institutional Mission; Partnerships in Education; Program Effectiveness

In 1995 Catholic educators established Selected Programs for Improving Catholic Education (SPICE). The program is a form of action research that identifies, validates, and systematically diffuses elementary and secondary school programs that work. This handbook is the first volume in a series of annual National Catholic Educational Association publications that disseminate the findings of SPICE. Following chapter 1, "The Call for Collaboration," by Joseph M. O'Keefe, S.J., chapter 2 provides a history of SPICE and an overview of its process and plans for the future. Chapter 3 presents the seven 1996 SPICE schools and their programs, outlining their focus, goals, activities, and plans for implementation. Chapter 4 discusses the call to collaboration by recounting Boston College's experience in on-campus interprofessional development and partnerships with local schools. The fifth chapter describes Catholicism's teachings about the unequaled importance of children. Chapter 6 explores the nature of rigidity and offers four requirements for successful change. References accompany the chapters. (LMI)

ED 410 671 EA 028 570

Kealey, Robert J., Ed.
Opening a New Catholic School: A Series of Case Studies.
PUB DATE- 97
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Schools; *Compliance (Legal); *Educational Facilities Planning; *Educational Finance; Elementary Secondary Education; *Needs Assessment; Religious Education; School Construction

During the last 10 years, almost 200 new Catholic schools have people how to apply what they have learned. Nine graphs and four charts are included. (LMI)

ED 410 690 EA 028 595

Kealey, Robert J.
Balance Sheet for Catholic Elementary Schools: 1995 Income and Expenses.
PUB DATE- 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Catholic schools; *Educational Finance; Elementary Education; *Elementary Schools; Expenditure Per Student; *Expenditures; *Income; Private Financial Support; Salaries; School Demography; School Surveys; Teacher Salaries; Tuition

Since the 1969-70 school year, the National Catholic Educational Association (NCEA) has published statistical reports on Catholic elementary and secondary schools in the United States. This report presents findings of a survey of Catholic elementary school finances for the 1994-95 school year. A questionnaire mailed to 1,012 Catholic elementary schools elicited 587 usable responses, a 60 percent response rate, or 8 percent of all Catholic elementary schools in the United States. The report provides information about school demographics, income, expenses, principal and teacher salaries, and special programs. Some highlights include the following: The average tuition charged for the first child of a family in the parish was $1,303. Eighty-seven percent of the schools had a tuition scale for families with more than one child attending the school. Eighty-two percent of the schools had some form of tuition assistance. The average per-pupil cost was $2,145. Fifty-six percent of the per-pupil cost was covered by payments received for the tuition and fees charged. The average salary for all teachers with bachelors degrees and higher was $20,716. Fifty-six percent of the schools had an extended program. Twenty-six exhibits are included. Appendices contain a copy of the survey and followup letter and a list of responding schools. (LMI)

ED 410 691 EA 028 596

Collins, Kathleen C., Ed.
Getting Started: An Overview of School Development Practices.
PUB DATE- 97
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Catholic Schools; Elementary Education; Endowment Funds; *Fund Raising; Grantsmanship; *Institutional Advancement; Marketing; *Private Financial Support; Public Relations; Strategic Planning; Student Recruitment; Volunteers

Much more needs to be done to get Catholic schools involved in comprehensive development programs. This guidebook offers steps for planning and conducting comprehensive development activities. The chapter authors are involved in developmental activities. Following the foreword, chapters include the following: (1) "Development vs. Fund-Raising" (Kathleen C. Collins, SFCC); (2) "School Development Committee" (John Burke); (3) "Strategic Planning" (Jean Wincek, CSJ); (4) "Volunteers" (Carol Mack); (5) "Public Relations/Marketing" (Raymond L. John); (6) "Recruitment and Retention of Students"

(055)
DESCRIPTORS- *Counseling Services; *Crisis Intervention; Elementary Secondary Education; *Emotional Problems; Evaluation Methods; Interdisciplinary Approach; Public Schools; School Districts; Teamwork
IDENTIFIERS- *Aurora Public Schools CO; *Crisis Management

This guide for crisis debriefing teams (CDTs) in the Aurora public schools (APS) in Colorado is intended to provide immediate guidelines for schools to access trained support to deal with crises (such as serious injury or death) that can affect school communities. It is intended for use by counselors, psychologists, nurses, social workers, and community liaison workers trained to provide support to individual school building crisis teams. Individual sections of the guide provide the following: a summary of APS crisis debriefing team procedures, a procedural flowchart, a CDT manager's checklist, a list of teams, a crisis intake form, and guidelines for debriefing. Attached handouts provide information on: critical incident stress reactions, children's response to trauma, coping with children's reactions to trauma, myths and facts about suicide, "do's and don'ts" related to suicidal threats, responding to a student's death, ways parents can help, family grief, and helping children in the home. Also attached are a sample statement for initial announcement of a crisis event, a list of community resources, a form for recording students receiving counseling support, and a sample debriefing summary sheet. (DB)

ED 410 711   EC 305 764

Aune, Betty; Stockdill, Stacy; Johnson, Donna; Lomas, Devora; Gaipa, Beth; Lorsung, Tina
Careers On-Line: Career Networks for University Students with Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); *Career Information Systems; *College Students; *Databases; *Disabilities; Electronic Mail; Employment Opportunities; Higher Education; *Job Search Methods; Mentors; Resumes (Personal); World Wide Web
IDENTIFIERS- Reasonable Accommodation (Disabilities); University of Minnesota

This final report describes Careers On-Line, a model demonstration project that is designed, using the Internet, to provide students with disabilities, career service providers, and employers with up-to-date information on career development, employment, and disabilities. Careers On-Line developed databases on job and internship postings, adaptive technology products and resources, resume information, job accommodation information, mentoring information, and career and educational planning resources. In addition to developing the databases, the project provided training and consultation to students, employers, and career services personnel. In the first year, staff concentrated their training efforts on students with disabilities at the University of Minnesota. However, the number of students who participated in the project was smaller than anticipated. At the same time, Internet users these participants acquired an expanded understanding of using a developmental framework for planning activities to meet individual needs of children. Their responses also indicated increased awareness of children's unique social-emotional-behavioral needs. In post-training observations of 65 participants working directly with children at 8 sites, 81 percent demonstrated "effective" or better performance skills. Data also show that a sample of 28 children at 3 sites made statistically significant improvement in social-emotional-behavioral development during a 6-month period while their teachers participated in inservice training. Summaries of the follow-up questionnaire and of focus group responses are attached. (Author/CR)

ED 410 729 EC 305 788

Haapasalo, S.
Career Development of Young Adults with Mild Mental Retardation.
PUB DATE- 96
NOTE- 23p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Career Development; *Education Work Relationship; *Employment Patterns; Foreign Countries; *Mental Health; *Mild Mental Retardation; Performance Factors; Secondary Education; Sheltered Workshops; Supported Employment; *Vocational Education
IDENTIFIERS- Finland

A Finnish study compared the career development, participation in vocational education, and working life 4 to 5 years after the completion of secondary school education of students with mild mental retardation (n=13) and students with other disabilities (n=72). Results found most of the subjects had completed their studies, however, only 25 percent were working and nearly half (45 percent) were unemployed. Subjects with multiple problems were more often employed, some of them in sheltered workshops. Subjects with only lenient neuropsychological problems, however, had suffered most from general unemployment. The situation of the subjects with mild mental retardation was better, with about half of them working (in sheltered workshops or in open labor markets). All of the subjects with mild mental retardation who were outside the labor market had severe mental health problems. Subjects with mental health problems were also found to have stagnated career lines. Overall, the situation of students with mild mental retardation was found to be quite moderate compared to some other special education pupils, who were more often unemployed and who had no pensions, no sheltered workshops, or no other support systems. Materials are provided in overhead presentation format and include data graphs. (CR)

ED 410 730 EC 305 789

Battle, Dorothy A.; Murphy, Sue C.
Communication: Teaching Middle Grades Exceptional Students To Become Self-Advocates.
PUB DATE- 96
NOTE- 11p.; Paper presented at the Annual Convention of the National Rural Education Association (88th, San Antonio, TX,

ED 410 746 FL 024 659

Preece, Robert
Visual Arts Learning Opportunities for Study Abroad Students in American ESL Programs: Focus on Tours.
PUB DATE- 96
NOTE- 17p.; Revised version of a paper presented at the Annual Spring Meeting of the Pennsylvania Teachers of English to Speakers of Other Languages (Philadelphia, PA, April 29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Education; *English (Second Language); Foreign Countries; Higher Education; Interdisciplinary Approach; Second Language Instruction; *Study Abroad; *Tourism; *Travel; *Visual Arts
IDENTIFIERS- Content Area Teaching; *Temple University PA

It is proposed that art and architecture tours, commonly incorporated into coursework in English-medium European study-abroad programs for Americans, can be integrated into English-as-a-Second-Language (ESL) programs using various models of content-based instruction. These tours can provide opportunities to take students out of the classroom and into the environment that is the object of study. When offered within ESL programs, courses can be both communicative and academic, address tourist-oriented needs, enrich visual arts content-based courses, and provide content-based cultural segments. The tours also provide students with a wider variety of study-abroad experiences to reflect upon, to share, and to exploit the cultural and linguistic environment. Temple University (Pennsylvania) has offered a course in Western art emphasizing major works in Philadelphia art collections and an art appreciation course introducing art, architecture, and design. Suggestions and guidelines are offered for selecting, planning, and conducting tours and for followup activities. (Contains 26 references.) (MSE)

ED 410 747 FL 024 686

Ballingall, Peter
Language Awareness in Teacher Training: A New Zealand Example.
PUB DATE- 94
NOTE- 11p.; Paper presented at the Annual International Conference of the Institute of Language in Education (Hong Kong, December 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Education Majors; Educational Policy; Elementary Education; *Elementary School Teachers; *FLES; Foreign Countries; Higher education; *Language Attitudes; Maori; Metalinguistics; *Public Policy; Second Language Instruction; *Second Languages; Surveys; Teacher Education; Uncommonly Taught Languages
IDENTIFIERS- *New Zealand; University of Waikato (New Zealand)

A survey of 781 elementary school teacher trainees at the University of Waikato (New Zealand) was undertaken to examine students' language background and indicators of language knowledge and language awareness, including: fluency in a language other than English; students' perceptions of their own second language fluency; exposure to foreign and community languages in high school; and initiation or continuation of

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Family Environment; *Family Influence; Family Programs; *Immigrants; *Latin Americans; Literacy; *Literacy Education; Low Income; *Parent Participation; Siblings
IDENTIFIERS- *Latinos

A study examined the home literacy practices of 180 low-income Latino recent-immigrant families participating in a 3-year family literacy program. Data were gathered from videotapes of literacy interactions between parents and children using children's literacy materials, audiotapes of naturally occurring conversation among family members, transcriptions of tapes segmented into teaching units and coded for a range of scaffolding strategies and responses, family information questionnaires and screening surveys, tutors' weekly written reports on family visits, and program coordinators' field notes on home-visit observations. Analysis indicates that family literacy events did not occur and are not scaffolded in the same manner in this community as in middle class families, but are likely to happen in a variety of time frames and locations, routinized in culturally specific ways. Authentic literacy practices do occur, and literacy scaffolding centrally involves parents' one-way transmission of "the right way" for an educated child to behave. Literacy scaffolding is as likely to occur between siblings as between adults and children. Ten methods for the program to support family literacy more effectively are outlined. Contains 20 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 410 768 HE 030 303

Purdom, Daniel M.; Laframboise, Kathryn L.; Kromery, Jeffrey D.
Expert Teaching in College Education: An Investigation of Sternberg and Horvath's Prototype View.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Instruction; Efficiency; Faculty Evaluation; Higher Education; Knowledge Base for Teaching; Portfolio Assessment; *Preservice Teacher Education; *Reflective Teaching; Self Evaluation (Individuals); Teacher Characteristics; *Teacher Educators; Teacher Effectiveness; Teaching Methods; *Teaching Models
IDENTIFIERS- *Expertise; Sternberg (Robert)

This study examined the nature of teaching expertise at the postsecondary level. Using the prototype view of teaching expertise set forth by Sternberg and Horvath (1995), which focuses on domain knowledge, efficiency, and insight, the teaching portfolios of 16 award-winning teacher educators from one of the largest colleges of education in the United States were examined. Specifically, reflective narratives were examined for the extent and variety of ways the features of the prototype model were represented and to determine whether critical features of teaching expertise were not included in the model. It was found that the data present a general picture which is consistent with many of the features of the Sternberg and Horvath model and supports a prototype conceptualization of teaching expertise. Eight of the ten features of expertise in the model were confirmed by the teachers in a variety of ways.

developments in Humanism, and the continued reconceptualization of curriculum. Chapters 5-14 report the major discourses of the 1980s and 1990s with chapter 5 discussing curriculum as a political text; chapter 6, examining curriculum as racial text; and the role of gender in curriculum addressed in chapter 7. Chapter 8 summarizes the critique of mainstream social science and hermeneutics, and concludes with a commentary on Poststructuralism. Chapter 9 considers curriculum as poststructural, deconstructed, postmodern text and chapter 10 looks at curriculum as autobiographical/biographical text. Chapters 11 and 12 consider curriculum as aesthetic and theological text. Chapter 13 discusses curriculum as institutional text; chapter 14 discusses curriculum as international text; and chapter 15 is a postscript for future directions. (Contains over 3000 references). (JLS)

ED 410 789 HE 030 335

Stark, Joan S.; Lattuca, Lisa R.
Shaping the College Curriculum: Academic Plans in Action.
PUB DATE- 97
NOTE- 460p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Articulation (Education); Cognitive Processes; *College Curriculum; *College Instruction; Curriculum Design; *Curriculum Development; Curriculum Evaluation; Curriculum Research; Educational Environment; Educational Objectives; *Educational Planning; Excellence in Education; Higher Education; Instructional Improvement; Instructional Material Evaluation; Intellectual Disciplines; *Learning Modalities; Program Evaluation; Relevance (Education); Theory Practice Relationship

This book proposes a broad view of the college curriculum, suggesting that it be defined as an "academic plan." The plan included decisions about what, why, and how students learn; ways to determine whether students have learned what they are supposed to learn; and methods of using this information to improve the plan. Taking both a macro and a micro approach to curriculum and curriculum development, the book is organized in three parts, with figures and tables throughout enhancing the text. In Part 1 "Defining Curriculum," chapters include "From Influences and Assumptions to Action," "Defining Curriculum: An Academic Plan," "Curriculum Perspectives and Frameworks," "Recurring Debates about the College Curriculum," and "Calls for Curriculum Reform." Chapters in Part 2, "Developing Curriculum," include: "Creating Academic Plans," "Influence of Academic Fields," "Influence of Learners," "Selecting Instructional Processes," and "Evaluating and Adjusting Academic Plans." The chapter "Influence of Academic Fields" includes four cases that illustrate course planning for different types of fields: literature, biology, English composition, and business. Part 3, "Enhancing Curriculum," includes chapters on "Administering Academic Plans and Guiding Change," "Curriculum Changes in Progress," and "Shaping Curriculum Research and Practice." An appendix provides a timeline of U.S. curriculum trends from the 1600s to 1994. (Contains approximately 600 references.) (CH)

ED 410 790 HE 030 360

Finn, Chester E., Jr.; Manno, Bruno V.

Rahilly, Timothy J.; Saroyan, Alenoush
Characterizing Poor and Exemplary Teaching in Higher Education. Implications for Faculty Development.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Teachers; *College Instruction; *Critical Incidents Method; *Faculty Development; Foreign Countries; Higher Education; Knowledge Base for Teaching; Master Teachers; Questionnaires; Reflective Teaching; Self Evaluation (Individuals); *Teacher Effectiveness
IDENTIFIERS- *Expert Novice Paradigm

This study analyzed differences in perception of "critical incidents" in classroom teaching among inexperienced, experienced, and award-winning university professors. In past research, expert and novice differences in teaching have been attributed to differences in teacher knowledge, but the teachers were almost entirely at the elementary or secondary levels rather than the post-secondary where instructors have subject matter expertise rather than formal training in teaching. Analysis was based on a total of 102 questionnaire responses, all from full-time university instructors, fairly equally distributed among the three experience levels. Each summarized response was coded to characterize the professor's concerns and thinking associated with a memorable teaching incident, using the categories of: (1) knowledge, which could be information about students or about an instructional strategy; (2) processes, as pacing, or awareness of student comprehension levels; (3) goals, or desired outcomes; and (4) actions, or activities. The study found that, while categories used in the coding process could be hypothetically separated, it was frequently difficult in practice. There was much overlap between groups in the categories suggesting that the same category may have a different context in the different stages of a teaching career. Results have implications for faculty development activities. The Critical Incident Questionnaire is attached. (Contains 26 references.)(BF)

ED 410 807 HE 030 380

Gaines, Gale
Planning for Future College Costs in the SREB States.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bond Issues; Educational Finance; Eligibility; Higher Education; Money Management; Parent Financial Contribution; *Paying for College; Program Effectiveness; *State Programs; *Student Costs; Student Financial Aid; *Tuition
IDENTIFIERS- Southern Regional Education Board; *Tuition Savings Plans

This report summarizes the programs in the 15 states of the Southern Regional Education Board (SREB) designed to help parents provide for future college costs. It differentiates between college savings plans, bond programs, and prepaid tuition plans. Differences in the programs of the various

Mexico. Working Paper #1.
PUB DATE- 95
NOTE- 23p.; For related documents, see HE 030 400-404.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Cooperation; *Educational Finance; *Educational Policy; Educational Trends; Evaluation Methods; Finance Reform; Foreign Countries; *Government Role; *Higher Education; *Incentive Grants; Resource Allocation
IDENTIFIERS- *Mexico; *United States

This paper explores efforts of Mexico and the United States to obtain a significant return on their investment in postsecondary education. The authors establish a context for comparison between Mexico and the United States and discuss the challenges and central policy dilemmas that each country faces in implementing the policy tools of evaluation and incentive funding. Compared to the United States, Mexico's system of higher education is less developed both administratively and academically. Following a 20-year period of enormous growth and a decade of fiscal and political neglect, the Salinas administration initiated a strong proactive set of policies in the 1990s that were novel and in contrast to prevailing academic culture in Mexico. In the United States, while similar trends were experienced, these occurred in a large and decentralized system with much experience in institutional planning and evaluation and the changes occurred over a longer time period. The growth of performance assessment and conditional or incentive funding as policy instruments in both countries results from the use of these approaches as tools for government to direct or steer higher education. This paper explores how implementation has varied in the two countries and experiences and future directions for accountability and categorical funding mechanisms are explored. (Contains 14 references.) (JLS)

ED 410 826 HE 030 400

Lovell, Cheryl D.; Sanchez, Maria Dolores Soler
Higher Education Faculty in Mexico and the United States: Characteristics and Policy Issues. Understanding the Differences: A Working Paper Series on Higher Education in the U. S. and Mexico. Working Paper Number 2.
PUB DATE- 95
NOTE- 37p.; For related documents, see HE 030 399-404.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Size; *College Faculty; Colleges; Comparative Education; Educational Change; *Educational Trends; Ethnic Groups; Faculty Development; Faculty Evaluation; Faculty Workload; Foreign Countries; Higher Education; International Cooperation; International Law; Legislation; National Surveys; Productivity; Sex Differences; Teacher Exchange Programs; Teacher Salaries; Tenure; Unions; Universities
IDENTIFIERS- *Mexico; North American Free Trade Agreement

This working paper analyzes higher education faculty characteristics in Mexico and the United States. The first section describes and compares Mexican and U.S. faculty characteristics and conditions, including total number of faculty, student-teacher ratios, full- versus part-time status, rank, tenure, average salaries, gender and ethnicity, and union schemes led to a reduced demand for municipal child care facilities. Leave schemes led to a significant immediate decline in unemployment. A future positive effect could be job rotation; a negative impact would be "mismatch problems" where case workers with no or only a short preceedings unemployment periods behind them use the leave schemes. (YLB)

ED 410 383 CE 074 400

Clover, Darlene E., Ed.; Follen, Shirley, Ed.
Case Studies in Environmental Adult and Popular Education.
PUB DATE- 97
NOTE- 61p.; A product of the Learning for Environmental Action Programme.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adults; Developed Nations; Developing Nations; *Educational Practices; *Environmental Education; Environmental Influences; Foreign Countries; *Nonformal Education; *Popular Education; Rural Areas; Skill Development; Social Influences; Teaching Methods; Values Clarification

Following an introduction by Darlene E. Clover and Rene Karottki, this booklet provides 16 case studies about nonformal environmental adult education: "Environment and Development in Argentina: Innovative Experiences in Adult Learning" (Raul A. Montenegro); "Learning for Environmental Action: Environmental Adult and Popular Education in Canada" (Darlene Clover, Shirley Follen); "Critical Thinking: Creating Change through Environmental Adult Education, Canada" (Darlene Clover, Shirley Follen); "Teaching and Learning Environmentally-Friendly Energy in Denmark: The Schools Energy Forum" (Jette Ellegaard, Rene Karottki); "Save the Plants that Save Lives: Environmental Adult Education in Fiji" (Kerrie Strathy, Kesaia Tabunakawai); "The Women's Community Health and Organizational Development Project, Patzcuaro Lake Basin, Mexico" (Joaquin Esteva); "Planting the Seed: Developing a Sectoral Environmental Education Program in the Philippines" (Jose Roberto Guevara); "Sustainable Solutions to Environmental Problems: Tribal Habitation and Community-based Environmental Adult Education in India" (Arttyananda Pradhan, Ku. Latika Mishra); "Community Participation and Education: Biogas Extension in Urban and Rural India" (Zareen Myles); "Rainforest Interpretation: Environmental Adult Learning in Malaysia" (Forest Research Centre); "Les Activities d'information, education et communication dans les programmes de l'amicale des groupements paysans de Foundiougne (AGSF)" (Angelle Fatou Sarr); "Women as Environmental Educators in Uganda: The Joint Energy and Environmental Projects (JEEP)" (Ruth Kiwanuka); "Self-reliant Healthy Communities through Environmental Adult Learning: The Multi-Purpose Training and Employment Association (MTEA), Uganda" (George Musisi); "Integrating Environmental Education into Daily Life Activities in Uganda" (Owor Peter Minor); "The Bulubandi Women's Group: A Story of Adult Environmental Learning in Uganda" (Ruth Namusubo); and "An Integrated Biogas/Fodder Education Project for Small-Scale Dairy Farmers in Zimbabwe" (Lucy Ann Ruzive). (KC)

ED 410 384 CE 074 401

Narang, Renuka
Indian Universities and the Future of Adult Education in the Twenty-First Century.

Styles.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, IL, August 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Career Education; College Students; Comparative Analysis; Correlation; Educational Environment; Higher Education; *Interest Inventories; Leadership Styles; *Personality Traits; Predictive Validity; Predictor Variables; Regression (Statistics); *Sex Differences; *Test Validity; *Vocational Interests
IDENTIFIERS- *Strong Interest Inventory

The gender validity of the Strong Interest Inventory's Personal Style Scales (Work Style, Learning Environment, Leadership Style, and Risk Taking/Adventure) was examined through a study of 458 female and 282 male college students at Iowa State University. The students completed the Personal Style Scales and the Adjective Check List (ACL), which is a standardized 300-adjective list used for research and personality assessment purposes. The adjectives of the ACL were used as criterion variables to validate each of the Personal Style Scales. The students' responses were subjected to correlational and regression analyses. Significant gender differences were discovered on the mean scores on three scales: Work Style, Leadership Style, and Risk Taking/Adventure. Gender differences in frequency of selection of many of the adjectives on the ACL were also discovered. In general, women endorsed more adjectives than men did. Many adjectives proved substantially correlated in the same direction for both genders with a given Personal Style Scale, thus indicating similar relationships for both genders. The study also revealed adjectives for each of the four scales that were strong predictors for one gender and not the other, as well as adjectives that exhibited opposite relationships for males and females. (MN)

ED 410 402 CE 074 546

Equipped for the Future: A Collaborative Journey toward System Reform.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Adult Basic Education; *Adult Literacy; *Cooperative Programs; Educational Attitudes; Educational Change; *Institutional Cooperation; *Literacy Education; National Programs; Program Development; Student Attitudes; Teacher Attitudes
IDENTIFIERS- National Institute for Literacy

This issue of the National Institute for Literacy (NIFL) News is devoted to "Equipped for the Future" (EFF), the organization's long-term collaborative initiative for system reform. The newsletter contains the testimony of people who have been involved in the process over the past 2 years, speaking of the promise they see in EFF. The following articles are included: "Equipped for the Future: A Collaborative Journey toward System Reform" (from the partnership developing the initiative); "Voices from the Field: A Sample" (Patricia McNeil, Sue Lauritano, Benita Somerfield, Bob Bickerton); "Voices from the masters. The teacher edition also includes introductory pages that contain, in addition to the general information such as the table of contents, foreword, and acknowledgments, an explanation of the use of the publication, a competency profile, an instructional task analysis, a list of related academic and workplace skills, a tools, equipment and materials list, and a list of 26 references. Each unit of the student edition contains some or all of the following components: objective sheet, information sheet, student supplements, assignment sheets, and job sheets. (KC)

ED 410 419 CE 074 586

Owens, Tom
Washington School-to-Work Evaluation Report.
SPONS. AGENCY- Washington State Board for Community and Technical Colleges, Olympia.; Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 97
NOTE- 141p.; For related documents, see ED 403 399-401.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; Career Counseling; Case Studies; Consortia; Core Curriculum; Day Programs; *Education Work Relationship; Educational Counseling; Educational Improvement; Educational Objectives; Enrollment; Financial Support; Flexible Progression; Graduation Requirements; *Integrated Curriculum; Out of School Youth; Parent School Relationship; Partnerships in Education; *Program Development; Program Effectiveness; Questionnaires; Rural Areas; School Business Relationship; School Community Relationship; School Districts; Secondary Education; State Surveys; *Statewide Planning; Student Evaluation; Student Participation; Tables (Data); Teacher Participation; Unions; *Vocational Education; You *Washingto
IDENTIFIERS- *Washington

The extent and quality of school-to-work (STW) programs in the state of Washington were evaluated through a survey of all school districts receiving state STW funds and case studies of programs in four school districts (Bethel, Methow, Sumner, and Wapato), one consortium (Columbia River School-to-Work Consortium in Clark County), and two extended-day programs for out-of-school youth (Kitsap Peninsula Vocational Skills Center and Career Link Academy, Seattle). Of the 69 grant recipients surveyed, 67 completed surveys. It was concluded that the awarding of state STW funds has resulted in statistically significant growth in all the following areas: integration of vocational and academic learning; career pathways; career and academic counseling; learner goals and performance; partnerships with business industry, and labor; and active participation of educators. In 1996, 27,792 students in grades 7-12 participated in structured STW experiences. State funds were used primarily for staff development, curriculum development, equipment/materials, and release time for teachers to plan and work together. Several problems were noted, including general insecurity about future funding and difficulties in implementing school-to-work in some rural schools. (Thirteen tables are included. Appended are a composite set of site visitation questions and the 1996-97 Washington State School-to-Work Survey.) (MN)

ED 410 420 CE 074 587

Virginia's Guide to Workforce Education Program Development.

the chart details the activity, its length, and employee-to-student ratio. The second section addresses employers working directly with teachers. A chart identifies partnership activities (employer role) and points of contact for start-up. The third section concerns employers supporting the work of teachers. A chart identifies five ways that employers can contribute to the quality of the classroom experience. Each of the five ways or teacher activities is accompanied by the employer role and the where and how. The fourth section focuses on employers strengthening company practice. A chart captures four areas where the company together with its industry association(s) can focus attention. The four company practices are correlated with company actions and the responsible staff member. The final section concerns employers building a system. A chart lists recommendations at four levels--local, state/region, national, and international--that will support system development. (YLB)

ED 410 436 CE 074 612

Putting It Together. A Guide to Planning Units of Work in Adult Basic Education.
SPONS. AGENCY- New South Wales Dept. of TAFE, Ultimo (Australia).
PUB DATE- 95
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Behavioral Objectives; Classroom Techniques; Competency Based Education; Consumer Protection; *Curriculum Development; *Daily Living Skills; Educational Objectives; Educational Practices; Foreign Countries; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; *Numeracy; Program Evaluation; Student Evaluation; Teaching Guides; *Units of Study
IDENTIFIERS- *TAFE (Australia)

This document is intended for teachers working with the core literacy and numeracy modules, constituting the Australian Technical and Further Education program, culminating in a Certification in Adult Foundation Education (CAFE). It contains 10 units of study supporting the literacy and numeracy needs of adult students working toward a CAFE. The introductory chapter discusses the following topics: principles of good practice in adult basic education; the four stages of the CAFE course of modules; the four parts of the CAFE methodology (plan, model, act, reflect); and the 15 intended learning outcomes of the CAFE core modules. The units are designed to help teachers help students develop as learners while also acquiring literacy and numeracy skills and achieving affective outcomes. Each unit of study contains some or all of the following: suggested unit content; possible approaches to conducting class sessions; models of effective practice for teachers to demonstrate; and suggestions for conducting class/group activities and reviewing and evaluating students, activities, and materials. The unit topics are as follows: finding out about holidays; running and maintaining a car; consumer interaction; introduction to the Anti-Discrimination Board; community action; population statistics; budgets; assertiveness; making a claim, and conflict resolution. (MN)

ED 410 437 CE 074 616

Hershey, Alan M.; Hudis, Paula; Haimson, Joshua; Silverberg, Academic skills training is combined with vocational training throughout the instructional materials. To assist teachers in identifying activities that promote basic skills development, a marking system of simple graphic symbols, or icons, is used to denote which of the following nine general basic skill categories is being emphasized: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (MN)

ED 410 454 CE 074 646

Body Structure and Function. Teacher Edition.
PUB DATE- 92
NOTE- 881p.; For other Practical Nursing courses, see ED 329 792, ED 380 619, ED 380 637, and CE 074 643-649. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF6 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anatomy; Bacteria; Basic Skills; Behavioral Objectives; Biological Sciences; Cardiovascular System; Classroom Techniques; *Competency Based Education; Human Body; Learning Activities; Lesson Plans; Microbiology; Muscular System; Musculoskeletal System; *Nursing Education; Physical Sciences; *Physiology; Postsecondary Education; *Practical Nursing; Skeletal System; State Curriculum Guides; Teaching Guides; Vocational Education

This curriculum guide contains the materials required to teach a course in body structure and function. The following topics are covered in the course's 17 instructional units: basic concepts of physical and life sciences; microbiology and bacteriology; the integumentary, skeletal, muscular, digestive, circulatory, respiratory, urinary, central and peripheral nervous, special senses, and reproductive systems; the blood; and the heart. Each unit contains some or all of the following: objective sheets, suggested activities, handouts, supplements, transparency masters, instructional supplements providing suggestions for teaching basic skills, activity sheets, assignment sheets, job sheets, practical tests, written tests, and assignment sheet and test answers. Academic skills training is combined with vocational training throughout the instructional materials. To assist teachers in identifying activities that promote basic skills development, a marking system of simple graphic symbols, or icons, is used to denote which of the following nine general basic skill categories is being emphasized: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (MN)

ED 410 455 CE 074 647

Maternal and Neonatal Care. Teacher Edition.
PUB DATE- 93
NOTE- 626p.; For other Practical Nursing courses, see ED 329 792, ED 380 619, ED 380 637, and CE 074 643-649. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF3 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Behavioral Objectives; Birth; Classroom Techniques; *Competency Based Education; *Infant

Curriculum Guides; Decision Making; Group Dynamics; Higher Education; Interpersonal Communication; Learning Activities; Postsecondary Education; *Problem Solving; Public Service; School Community Programs; School Community Relationship; *Service Learning; Student Participation; *Student Volunteers; Teaching Guides; *Volunteer Training
IDENTIFIERS- *AmeriCorps

This curriculum consists of three modules designed to provide AmeriCorps members with a foundation for learning conflict resolution skills. A trainer's guide identifies training goals, defines terms, and describes curriculum structure and delivery, training format, trainer's role, and follow-up. Modules I and II each require about 9 hours and Module III, about 12 hours. Each module consists of 2 or 3 sections, each containing 3-15 activities. Components of each activity are as follows: prerequisite, objectives, time, format, materials list, introduction, summary, follow-up, and worksheets or handouts. Module I addresses conflict at the personal level--the dynamics that occur within oneself when one is confronted with a difficult situation. It guides participants to look within first when dealing with a conflict to find information useful in creating an effective plan to resolve it. Module II focuses on conflict at the interpersonal level. Emphasis is on attitudes, skills, and behaviors to use with others. Module III provides concepts and tools to assist participants in working effectively and collaboratively within a group. It also teaches about conflicts that occur between groups and ways to encourage collaborative resolution of conflicts. A resource guide lists 28 organizations, 11 publication sources, 92 books, 4 periodicals, and 7 videos. A participant's workbook contains introductions to the modules, handouts and worksheets, and an abbreviated resource guide. (YLB)

ED 410 474   CE 074 689

Communication Technology: Guide to Standards and Implementation. Career & Technology Studies.
PUB DATE- 97
NOTE- 352p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communications; Competence; *Competency Based Education; Curriculum Guides; Foreign Countries; High Schools; *Information Technology; Job Skills; Learning Modules; Nonprint Media; Printed Materials; Program Implementation; *Standards; *Student Evaluation; *Technology Education
IDENTIFIERS- Alberta

This curriculum guide is designed to help teachers assist secondary students in Alberta (Canada) in meeting the following objectives: develop skills that can be applied in their daily lives, refine career planning skills, develop technology-related skills in communication technology, enhance employability skills, and apply and reinforce learning from other subject areas. The curriculum is organized is strands and modules. This guide for the communication technology strand contains 33 modules that define what a student is expected to know and be able to do. The guide is organized into the following sections: (1) program rationale and philosophy, learner expectations, program organization, curriculum and assessment standards, and types of competencies in career and technology studies; (2) strand rationale, philosophy, and organization; (3) planning for instruction for career and

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Attachment Behavior; Children; Elementary Secondary Education; Emotional Development; *Employed Parents; Employed Women; Employment; Family Work Relationship; *Longitudinal Studies; *Mothers; *Parent Child Relationship; Personality Traits; Young Adults

As growing numbers of mothers enter the workforce, understanding the effects of maternal employment on children and adolescents has become increasingly important. The effects of maternal employment after infancy on adult attachment, and how these effects vary as a function of children's personality style are examined in this paper. It was hypothesized that extraversion would mediate the effects of maternal employment on adult attachment. Responses from 106 undergraduates were obtained on 3 different measures. A median split was performed to divide subjects into high and low extraversion subgroups. Subjects were then grouped on the basis of their mother's employment status (full time, part time, nonemployed) during the subject's childhood (preschool, schoolage, adolescent years). There were no effects found for maternal employment during the preschool years. During the elementary school and adolescent years, part-time maternal employment was shown to have the most advantageous attachment effects. Part-time employed mothers may be more nurturing in that they sacrifice full-time work for their children. Maternal nonemployment was associated with more negative attachment outcomes for introverted children, suggesting that they may prefer and benefit from the additional time alone. (Author/RJM)

ED 410 494   CG 027 968

Black, Lynda K., Ed.
Assessment and Context: Consideration of Client and Environmental Factors within the Assessment Process.
PUB DATE- 96
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; At Risk Persons; Attention Deficit Disorders; Children; Context Effect; Counseling Effectiveness; Counselor Client Relationship; Elementary Secondary Education; *Environmental Influences; Evaluation Methods; *Evaluation Utilization; Informal Assessment; *Psychological Evaluation; Schizophrenia; Self Esteem; Sex Differences; Substance Abuse
IDENTIFIERS- *Client Attitudes

When an individual or family seeks counseling, assessment information ensures that the counseling professional understands the struggles, difficulties, and strengths of the client(s). An array of assessment issues for various populations and various mental disorders are examined in this series of articles. The hope is that the articles will provide information that will enhance the clinician's assessment abilities and, perhaps, lead to a broadening of ideas and consideration of alternate methods of assessment. A wide range of issues is covered here: the weakness of the traditional concept of motivation, the ways in which assessment affects children and adolescents, the intricacies of diagnosing certain conditions, the interrelated nature of the family and the individual, and assessment concerns in couples counseling. Specific topics examine assessment concerns regarding substance abuse treatment, self esteem in adolescents, gifted minority children, at-risk youth, sexual desire disorders, premenstrual emotional milestones of development for children, parents, and families, are covered in this text. It introduces a psychodynamic perspective which focuses on the meaning of behavior and on understanding how children grow in a relationship with their important caregivers. The text, based on professional experience, is intended to be user-friendly and is divided into three parts. Part 1, A Psychodynamic Approach, defines this counseling approach and reviews the psychodynamic heritage. Development is covered in part 2 and is sectioned by birth and early infancy; toddlerhood and early childhood; children in child care and kindergarten; early childhood and the transition to school; sibling relationships and peer relationships; the middle years of childhood from 5 to 12; the developing child and the social world; the development of gender and sexual identity within the family; and adolescence. Part 3 explores ways to rear children in a changing world and focuses on the impact of separation and divorce. Each chapter opens with a summary of key points. A glossary, which offers definitions of certain psychodynamic concepts, appears in the back. (RJM)

ED 410 514 CG 028 001

Lennon, Lori; Maloney, Colleen; Miller, Joanna; Underwood, Michelle; Walker, Jessica; Wright, Cara; Chambliss, Catherine
The Challenges of Evaluating Formal Parenting Programs.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Needs; *Evaluation Problems; *Parent Education; Parents; *Program Evaluation; Research Problems
IDENTIFIERS- *Parent Training and Information Centers

With the myriad challenges facing parents in recent years, formal parenting training programs have been developed to address parent needs. However, few studies have been conducted to assess the actual effects of participating in such programs. An attempt to develop a better understanding of how informal parental support networks and formal parent education programs influence participants' perception of child behavior is reported in this paper. A multi-modal self-report measure was developed to assess the effectiveness of some of these programs. A search for formal programs to participate in the planned comparative assessment revealed that formal parenting programs were generally reluctant to administer the survey to their participants. The majority (78%) of programs that expressed initial interest refused to administer the self-report battery of standardized measurement instruments to their program participants. The primary reason cited for nonparticipation was the fear of negative program publicity. Concerns about protecting potential parent participants were also expressed. Some of the challenges that future researchers may encounter when trying to scientifically evaluate parent education programs are described here. (RJM)

ED 410 515 CG 028 002

Ancis, Julie R.
Teaching Counseling Methods via Satellite.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada,

styles of students were developed and implemented with the help of parent involvement. Postintervention data indicated an increase in phonemic awareness, improved decoding skills, and an increase in sound/symbol association proficiency. (Contains 53 references, and 6 tables and 7 figures of data; appendixes contain tests, evaluation data sheets, survey instruments, lesson plans, and "trading cards.") (Author/RS)

ED 410 533   CS 012 893

Worthen, Helena Harlow
Signs and Wonders: The Negotiation of Literacy in Community College Classrooms.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Classroom Research; *Classroom Techniques; *Community Colleges; *Instructional Effectiveness; Liberal Arts; *Literacy; Peer Teaching; Reading Comprehension; Technology Education; Two Year Colleges
IDENTIFIERS- *Learning Environment; Teaching Research

A study examined the literacy practices in community colleges, comparing literacy practices in occupational/technical classrooms with those in academic/liberal arts classrooms. "Literacy" is taken to mean both reading and writing and to include texts that are non-verbal--graphic or symbolic. The study was carried out by 8 researchers observing over 250 classrooms and interviewing more than 300 instructors and administrators at 33 colleges in 11 states. Results indicated that less than 1% of occupational/technical classrooms attempted to teach verbal reading at all and, out of 250 classrooms, 102 (about 40%) displayed no explicit instruction in how to learn from texts related to the class and provided no social arrangements to enable students to draw upon each other's ability to learn from text. In 75% of classrooms (186), the power to determine what the text meant was claimed by the instructor and student interpretation of the text was not encouraged. A large minority of classrooms (106) exhibited literacy practices in which students were taught explicitly what the codes in which the respective texts were embedded meant; 70% (74) also exhibited social arrangements enabling students to learn from each other. About a third of the classes observed were conducted in a way that suggested that instructors had not accommodated their expectation that students would be non-expert readers and writers in their classroom teaching strategy. Findings suggest that among the total distressed classes (62 out of 250), 36 out of 62 were found primarily among the 40% of classrooms receiving no explicit instruction in reading texts. (Contains 2 figures of data and 66 references.) (CR)

ED 410 534   CS 012 894

Wagner, Patricia A.
Helping Primary Students Increase in Reading Skills through Parent Literacy Training.
PUB DATE- 97
NOTE- 107p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English

Evaluation; *Vocabulary Development
IDENTIFIERS- *Authentic Assessment; Educational Issues

Providing a thorough grounding on important topics in elementary school literacy for experienced teachers and graduate students early in their programs, this book addresses a number of critical issues such as grouping and reading instruction, emergent literacy, learning to read and write with at-risk children, developing vocabulary, learning in the social studies, reading and the learning disabled, literacy in an age of integrated media, and authentic assessment in reading and writing. Chapters in the book are (1) "Elementary School Literacy: Critical Issues" (Mariam Jean Dreher and Wayne H. Slater); (2) "Teachers, Materials and Group Composition in Literacy Instruction" (Rebecca Barr); (3) "Emergent Literacy: Alternative Models of Development and Instruction" (Jana M. Mason and others); (4) "Longitudinal Research on Learning to Read and Write with At-Risk Students" (Connie Juel); (5) "The Elementary Vocabulary Curriculum: What Should It Be?" (Michael F. Graves); (6) "Young Students' Social Studies Learning: Going for Depth" (Isabel L. Beck and Margaret G. McKeown); (7) "Reading Instruction and Learning Disabled Students" (Joanna P. Williams); (8) "Literacy in an Age of Integrated-Media" (Diana L. M. Sharp and others); (9) "Authentic Assessment of Reading and Writing in the Elementary Classroom" (Robert C. Calfee); (10) "Elementary School Literacy Instruction: Changes and Challenges" (Linda B. Gambrell); and (11) "Reading as Cognition and the Mediation of Experience" (John T. Guthrie and Michael Pressley). (RS)

ED 410 553   CS 012 921

What We Know about Reading Teaching and Learning: EdTalk.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Involvement; Educational Technology; Elementary Education; Evaluation Methods; Grouping (Instructional Purposes); Limited English Speaking; *Parent Participation; Prior Learning; Professional Development; Reading Difficulties; *Reading Instruction; Reading Motivation; *Reading Research; *Reading Writing Relationship; Standardized Tests; Television Viewing; Thinking Skills; Vocabulary Development
IDENTIFIERS- Strategic Reading

Summarizing what is known about reading teaching and learning, this booklet gives those people who must make decisions about reading instruction the most recent and reliable information available from research and practice. Sections of the booklet address such topics as what reading is and why it is important; the status of the "Great Debate" in reading instruction; the role of basal reading programs; how teachers can stimulate prior knowledge; how teachers help readers become thinkers; what strategic reading is and how it is taught; the role writing plays in good reading instruction; the relationship between reading and other language arts; the relationship between reading and other subject matter; the best ways to learn vocabulary; how to motivate students; what research says about grouping children by achievement; what schools can do to help students with special reading problems; how teachers can help students who are not proficient in English learn to read; how standardized tests affect reading teaching and learning;

Classroom Techniques; Diversity (Student); *English (Second Language); Higher Education; *Language Minorities; Language Processing; Learning Strategies; Teacher Role
IDENTIFIERS- Cultural Sensitivity; Learning Environment

Language minority students filter what they hear in the classroom through their own anxieties at having to process and perform in a mainstream environment. An understanding of the principles of language development from the field of applied linguistics can help instructors work more effectively with language minority students. Several principles of language development within the applied linguistics and English as a second language (ESL) fields have implications for the classroom. The focus in language acquisition is on communication in the moment and on the accomplishment of a meaningful task, accompanied by an abundance of contextual clues, not all of which are necessarily linguistic. Students acquire language through listening and reading, even when they are not producing language through speaking and writing. Literature can also be used as a means for developing empathy in its expression of themes and problems common to humanity. Students can also write their own stories based on their cultural experiences as they relate to these themes and share their stories among their peers. Instructors must examine their own attitudes, prejudices, and stereotypes. Modelling acceptance of each student makes it clear that cultural insensitivity will not be accepted in the classroom. (Contains 23 references.) (CR)

ED 410 573 CS 215 922

Fischer, Ruth Overman
Applied Scholarship in the Community Service Link: From Classroom Texts to Classroom as Text.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *Freshman Composition; Higher Education; *Interdisciplinary Approach; Introductory Courses; *Service Learning; *Student Adjustment; Student College Relationship; Student Motivation; Student Participation; Teaching Methods; Writing Processes
IDENTIFIERS- *George Mason University VA; Learning Environments; Process Approach (Writing)

Students entering the university have to create a space for themselves, not only in the writing classroom, but in their relationships with faculty, other students, and their evolving selves. A curricular support mechanism helps students enlarge their educational process. Such a support system, the Linked Courses Program, has been in operation at George Mason University since the fall of 1992. Designed primarily to provide comprehensive support for first-semester freshmen, the program links various introductory courses in disciplines such as sociology, psychology, anthropology, government, philosophy, communication, and biology with designated sections of first-year composition (FYC). One link is the Community Services Link (CSL), a 3-way cluster joining introductory sociology, University 100 (a credit course for transition into the university), and FYC. The pedagogy of FYC, taught in a computer classroom, was based on the writing process model. "Writing to

1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; Content Analysis; Higher Education; *Introductory Courses; *Public Speaking; Research Needs; Research Utilization; Teaching Methods; *Textbook Content; Textbook Research
IDENTIFIERS- Research Suggestions

A study examined the research base for public speaking instruction. Persuasive speaking, informative speaking, and audience analysis and adaptation in five introductory public speaking textbooks were examined. Four of the texts were selected because they have survived in the marketplace through multiple editions; the fifth book was selected because it was marketed as having a research foundation. Results indicated that: (1) many unsupported assertions were included in the texts; (2) the poorly-supported assertions in textbooks do not prepare students for public speaking; (3) the way authors write about public speaking should incorporate the same principles expected from students in their class papers, from colleagues submitting manuscripts for publication, and from the editorial boards of professional journals; (4) there is little, if any, documented support for the ways public speaking is taught; and (5) needed research in the basic public speaking course would not be difficult to conduct. (Contains 40 references.) (RS)

ED 410 593 CS 509 483

Rozema, Hazel J.
Encouraging Students To Analyze/Articulate Their Beliefs about Cultural Diversity.
PUB DATE- 96
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; Class Activities; Cultural Awareness; *Cultural Differences; *Cultural Pluralism; Discussion (Teaching Technique); Ethnic Discrimination; High Schools; Higher Education; *Interpersonal Communication; *Learning Strategies; *Multicultural Education; Social Bias; Student Reaction
IDENTIFIERS- Cultural Sensitivity

This paper offers suggestions for teaching high school and college students about cultural diversity and for providing them with multicultural educational experiences. After presenting a background and rationale for such teaching, the paper gives a list of classroom activities, including student reactions to statements regarding racism and affirmative action and a video analysis exercise. Among the suggestions are that students write down their feelings and reactions to the video, then share what they have written in a class discussion, guided by the teacher. (CR)

ED 410 594 CS 509 486

Dillon, Randy K.; Maben, Bethany A.
The Diversity Board: Encouraging Students To Interact with Others

conditions. The verbally aggressive condition was rated significantly lower than all three of the other conditions. Findings suggest that, overall, the conditions with verbal aggressiveness were perceived much more negatively than the conditions without verbal aggression. An area for further exploration is the effect of a teacher's use of verbal aggression and slang on cognitive learning. (Contains 1 table of data and 35 references.) (Author/CR)

ED 410 613 CS 509 573

Ladeira-McCalman, Claudia
Cultural Background and Classroom Interaction: Perceptions from American and Brazilian Students.
PUB DATE- 95
NOTE- 25p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; College Faculty; Communication Research; Comparative Analysis; Cross Cultural Studies; *Cultural Awareness; *Cultural Background; Cultural Differences; Foreign Students; Graduate Students; Higher Education; *Intercultural Communication; *Teacher Student Relationship
IDENTIFIERS- *Brazilians; Communication Styles; *Cultural Sensitivity; Hofstede (Geert); Pennsylvania State University

Positing that an optimal way to make expectations and reality match may lie in helping university faculty learn about cultural traits and perceptions of their foreign students, a study used G. Hofstede's dimensions of national culture to assess cross-cultural differences in classroom interaction. The research sample was formed by 2 subsamples: 15 Brazilian graduate students and 15 American graduate students attending Penn State University. It was expected that culture background would influence an individual's style of interaction when relating both to classmates and instructors. The assessment of differences in students' perceptions was made by comparing the two groups of students. Except for Hofstede's individualism-collectivism dimension, results indicated that these two groups did not differ significantly. These results contribute to intercultural communication theory and communication education theory. It can help in providing cultural sensitivity and awareness of American educators and teaching assistants regarding behaviors of their students from collectivistic or low context cultures. (Contains 4 tables of data, questionnaire interview sample, and 21 references.) (Author/NKA)

ED 410 614 CS 509 574

Horne, Janet S.; Mullins, Darrell G.
A Pedagogic Examination and Evaluation of the Status of Epideictic Speaking in Public Speaking Curricula.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Baltimore, MD, April 10-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

of silence" include: (1) encourage staff to speak freely; (2) provide victim support; and (3) invest in prevention programs. Ten tables and one figure are included. (Contains 30 references.) (LMI)

ED 410 632 EA 028 505

MacDonald, Irene
School Violence: Redirecting the Storm Chasers.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (St. Johns, Newfoundland, Canada, June 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discipline Policy; *Educational Environment; Foreign Countries; Junior High Schools; Prevention; School Policy; *School Safety; *School Security; *Student Attitudes; Teacher Expectations of Students; Teacher Role; *Violence
IDENTIFIERS- *Canada

A study of junior high schools (MacDonald 1995) found that students and administrators held significantly different perceptions regarding the nature, extent, and management of violent behaviors. This paper presents findings of a study conducted 1 year later that more thoroughly examined students' perceptions of the effectiveness of current school practices designed to deal with violent behaviors. Focus-group interviews were conducted with students in grades 7, 8, and 9 from five K-9 schools in a western Canadian province. The general consensus among students was that school practices and policies were partially responsible for fostering a culture of meanness. The study concludes that a safe environment can exist when there is an ethic of caring. Staff should be committed to an ethic of caring and model the behaviors they expect of their students. Discipline, when necessary, should be regarded as an opportunity to teach students interpersonal skills, and policies should focus on prevention and rehabilitation. Discipline policies should not model intolerance, intimidation, and lack of reconciliation, and should deal with violence as a symptom of other issues (for example, boredom, frustration, alienation) using preventative strategies. Finally, the government should provide resources to deal with students' needs, which would help to counteract teachers' piecemeal response to complex issues that demand diagnosis, planning, evaluation, understanding, time, and money. (Contains 13 references.) (LMI)

ED 410 633 EA 028 509

Harker, Richard; Nash, Roy
School Type and the Education of Girls: Co-ed or Girls Only?
PUB DATE- 97
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Coeducation; Elementary Secondary Education; *Females; Foreign Countries; *Homogeneous Grouping; Public Schools; Scores; *Selective Admission; *Single

PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Governance; *Parent Participation; *Parent Role; *Parent School Relationship; *Participative Decision Making; Public Relations; *School Based Management
IDENTIFIERS- *Kentucky Education Reform Act 1990; *School Councils

The 1990 Kentucky Education Reform Act (KERA) provided, among other measures, a new governance body for schools called "School Councils." These school-based, decision-making councils are composed of parents and teachers and headed by principals. This paper presents findings of a study that explored the effects of KERA's provision for school councils on parent involvement. Data were gathered from a survey of a nonrandom sample of 1991-92 pilot school councils (n=66). Most school councils reported that they used only two or three ways to notify parents of meetings, and only one or two methods to apprise parents of school decisions. Some schools, however, used innovative ways to encourage parent participation in the decision-making process: building parents' confidence; establishing a community-relations committee; developing a key-communicators' network; initiating an "information hotline"; providing orientation and training; posting information in local businesses; and using a telephone chain or tree. Frustrations for councils included parents' level of attendance at meetings and their tendency to focus on individual issues. (Contains 10 references.) (LMI)

ED 410 652 EA 028 545

Kratzer, Cindy C.
Community in Research, Theory and Practice: Implications for Schools.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community; *Educational Environment; Elementary Education; *Group Unity; Interpersonal Relationship; *Organizational Climate; Organizational Communication; *School Culture; Trust (Psychology)

Recently, a line of conceptual and empirical research has begun to investigate the notion of schools as "communities." Following a survey of works on this idea of community in research and theory, this paper presents findings of a single-site case study conducted during 1995-96 in an urban elementary school in Los Angeles. Data-collection methods included participant observation; interviews with parents, students, teachers, and administrators; and document analysis. In 1993, Jackson Elementary Schools faculty and staff voted to participate in a new restructuring initiative called Los Angeles Educational Alliance for Restructuring Now (LEARN). The study found that the community at Jackson resembled Selznick's (1992) concept of "primary groups." The process of cultivating community and effectiveness at Jackson involved careful hiring of teachers, positive instructional leadership along with appropriate delegation of authority, timely response to felt opened across the United States. This booklet presents nine case studies that provide ideas about how to open new Catholic schools. The schools include: (1) Diocese of Arlington, Virginia; (2) St. John Neuman Regional Catholic School, Archdiocese of Atlanta, Georgia; (3) Charlotte Catholic High School, Diocese of Charlotte, North Carolina; (4) Serra Catholic Elementary School (Diocese of Orange, California); (5) Annunciation Catholic Academy, Diocese of Orlando, Florida; (6) St. Thomas Aquinas School, Diocese of Orlando, Florida; and (7) St. Francis Middle School, Diocese of Sacramento, California. (LMI)

ED 410 672 EA 028 571

Kealey, Robert J., Ed.
American Catholic Schools for the 21st Century: Reflections on the Future of American Catholic Elementary Schools. Volume 1.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Catholic Educators; *Catholic Schools; *Educational Change; *Educational Environment; Elementary Education; *Futures (of Society); Institutional Mission; *Long Range Planning; Social Change

Catholic schools in the United States today are very different from the Catholic schools that first opened in the 18th and 19th centuries. This handbook is a call to action for all Catholic elementary schools, inviting and challenging all Catholic educators to plan for the future. The volume is the first in a series of handbooks containing essays on the future of Catholic elementary schools, asking, "What will Catholic elementary schools in the next ten years be like?" Contents include the following: (1) "Introduction" (Robert J. Kealey, Ed.D.); (2) "The Future of Catholic Schools" (Sister Barbara Davis, SC, M.A.T.M.); (3) "Looking to the Future with Eyes on the Past" (Jim Brennan, Ed.D.); (4) "A Dream That Cannot Be Deferred" (Elena Casariego Hines, M.A.); (5) "Build It Now" (Lorraine Hurley, M.Ed.); (6) "St. Mary's School" (Sister Mary Ann Governal, OSF, Ed.D.); (7) "Reflections on Catholic Schools for the 21st Century" (Patricia Cantieri, M.Ed.); (8) "Translating from One Century to the Next" (Sister Joseph Spring, SCC, M.A.); and (9) "Creating a School for the 21st Century" (Sister Antoinette Dudek, OSF, Ed.D.). (LMI)

ED 410 673 EA 028 572

Rendel, Margherita
Whose Human Rights?
PUB DATE- 97
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Civil Liberties; *Civil Rights Legislation; Educational Discrimination; Educational Legislation; Elementary Secondary Education; *Equal Education; *Females; *Feminism; Foreign Countries; Higher Education; Intellectual Freedom; International Cooperation; International Education; International Organizations; Justice; Power Structure
IDENTIFIERS- *United Kingdom

During the last 50 years, principles, institutions, and policies

(Lorraine A. Hurley); (7) "Case Statement" (Raymond L. John); (8) "Annual Giving" (Raymond L. John); (9) "Alumni Program" (Bill MacNeill); (10) "Educational Endowment" (Gary G. Wilmer); (11) "Grant Writing" (Jim Brennan); and (12) "Annual Report" (Joseph Spring, SCC, and James Cassidy). (LMI)

ED 410 692   EA 028 597

Thorne, Judy; Gorham, Bertha; Holley, Judy; Cook, Becky
Characteristics of DFSCA State and Local Programs: Summary of the 1989-91 State Biennial Performance Reports. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 96
NOTE- 252p.; For the 1991-93 report, see EA 028 598.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Education; *Drug Education; *Drug Legislation; Elementary Secondary Education; Federal Programs; Prevention; Program Administration; Program Evaluation; Program Implementation; *State Programs
IDENTIFIERS- *Drug Free Schools and Communities Act 1986

In 1990, the U.S. Department of Education (ED) launched a 5-year study of the outcomes of local prevention-education programs funded under the Drug-Free Schools and Communities Act (DFSCA). This second biennial report summarizes the results of the 1989-91 biennial performance reports completed by governors' DFSCA programs and state education agencies (SEAs). In 1992 ED provided each state and territory with two reporting forms, one for programs funded through SEAs and another for programs funded through Governors' offices. Findings show that evaluation efforts on the part of states and localities have progressed since the initial implementation period. However, substantial numbers of governors' state-level programs, governors' award recipients, SEAs, and local education agencies continue to have limited or no evaluation activities, especially those that evaluate the impact of prevention programs on the lives of students and youth. The results raise new questions, in particular: What types of activities (other than prevalence surveys) are being used by states and localities to assess program effectiveness, and what are the results of the evaluations? Thirty-five exhibits are included. Appendices includes a list of states that submitted 1989-91 performance reports, a copy of the Governors' Program Biennial Performance Report Form, a copy of SEA and LEA report forms, a compilation of responses from governors' programs, and a compilation of responses from SEAs and LEAs. (LMI)

ED 410 693   EA 028 598

Tashjian, Michael D.; Silvia, E. Suyapa; Thorne, Judy
Characteristics of DFSCA State and Local Programs: Summary of the 1991-93 State Biennial Performance Reports. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 96
NOTE- 309p.; For the 1989-91 report, see EA 028 597.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Education; *Drug Education; *Drug Legislation; Elementary Secondary Education; Federal Programs; Prevention; Program Administration; Program Evaluation; Program

from across the country began accessing the system. Project staff offered consultation via e-mail and telephone to this group. Throughout the project, staff provided training on the use of adaptive technology in the workplace and how to effectively use Careers On-Line. This report describes the projects' activities, service delivery accomplishments and outcomes, and model building and implications for replication. Appendices include project evaluation activities, presentation agendas, and publicity materials and media coverage of Careers On-Line. (Contains 25 references.) (CR)

ED 410 712 EC 305 765

School-wide Behavioral Management Systems.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Change; *Behavior Disorders; *Behavior Modification; *Discipline Policy; Elementary Secondary Education; *Emotional Disturbances; *Inclusive Schools; Interpersonal Competence; Models; Program Effectiveness; Program Evaluation; Self Control; *Teacher Collaboration; Teacher Response; Teamwork
IDENTIFIERS- Cheney Model; Effective Behavioral Support; Social Skills Training; Unified Discipline

This biannual review of research describes promising research models that are helping all students, including students with disabilities, manage their own behavior in school settings. The common features of school-wide systems of behavioral support are identified and include: (1) total staff commitment to managing behavior; (2) clearly defined and communicated expectations and rules; (3) consequences and clearly stated procedures for correcting rule-breaking behaviors; (4) an instructional component for teaching students self-control and/or social skill strategies; and (5) a support plan to address the needs of students with chronic challenging behaviors. Different models of school-wide behavior management are highlighted. The Effective Behavioral Support system, a team-based approach that is designed to prevent and decrease problem behavior, is explained. Also described is the Cheney model, a process that seeks to include students with emotional disturbances in general education classrooms by teaching and supporting prosocial behavior and identifying consistent school-wide responses to challenging behaviors. Finally, the Unified Discipline school-wide approach to behavioral management is reviewed. This model emphasizes unified attitudes among teachers and school personnel, unified expectations for behavioral instruction, unified consequences when classroom rules are broken, and unified team roles for all school personnel. The document concludes with tips from practitioners on how to make school-wide behavior management systems wor; and descriptions of how Utah and Pennsylvania are exploring school-wide behavioral supports. (Contains 10 references and a list of contacts for further information on the research referenced in this issue.) (CR)

ED 410 713 EC 305 767

Bunch, Gary; Lupart, Judy; Brown, Margaret

October 11-14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Individualized Education Programs; Intermediate Grades; *Learning Disabilities; Parent Participation; *Parent School Relationship; *Parent Teacher Conferences; *Portfolio Assessment; *Self Advocacy; *Self Management; Student Empowerment; Student Participation

This paper presents guidelines for creating a collaborative approach for communication among teachers, parents, and students to plan for their transition toward further education or work in adult life and to become informed self-advocates. Guidelines for teachers are presented and include: (1) establishing a system that places the student at the center of the communication process; (2) using portfolios as a management system for monitoring student growth and progress; (3) helping students learn assessment and conference skills through the practice in the classroom; (4) conducting a conference where students present their portfolios to parents; (5) completing a post-conference reflection on new goals established in collaboration with teacher, parents, and student; (6) informing parents and students on a regular basis about the progress that is being made; (7) encouraging parents to participate in the education of their children as parent/community volunteers; and (8) actively encouraging parents and students to attend and participate in Individualized Education Program meetings. The guidelines describe communication techniques that ensure students are empowered and prepared for their future at the end of high school. A sample middle school daily report and weekly planner is attached. (CR)

ED 410 731 EC 305 790

Glomb, Nancy
Keeping Everyone on the Same Page: Using Common Case Studies across Programs.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Conference of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Allied Health Occupations Education; *Behavior Disorders; *Case Studies; Curriculum Design; Elementary Secondary Education; Higher Education; *Integrated Activities; *Interdisciplinary Approach; *Learning Disabilities; Psychology; Sociology; Teacher Education; Undergraduate Students

This paper describes a project that examined the use of common case studies across undergraduate special education, psychology, sociology, and health sciences classes to promote a common understanding of the needs of students with learning and behavior problems and to encourage cross-disciplinary collaboration among future school professionals. During the project, participating instructors met prior to the beginning of each quarter to determine which courses within the participating departments or programs offered the best "blend."

language study as part of teacher training. Results indicate most students were monolingual but wished to extend their linguistic knowledge. However, few were studying a foreign language, in part due to scheduling difficulties. All had brief compulsory study in Maori, which some had pursued. Empathy and interest motivates students to use Maori in class. Contains 11 references. (MSE)

ED 410 748 FL 024 687

Ubadigbo, Fidelis N.
English as a Second Language: An Educational Overview for Multicultural and Bilingual West African Students.
PUB DATE- 96
NOTE- 11p.; Paper presented at the Annual English as a Second Language/Bilingual Conference (10th).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Comparative analysis; Cultural Awareness; Cultural Pluralism; Elementary Secondary Education; *English (Second Language); Foreign Countries; French; Higher Education; *Language Role; Language Variation; *Literacy; Second Language Instruction; Sex Bias; Standardized Tests; Teacher Education; Vocational Education; Womens Education
IDENTIFIERS- Africa (West); United States

This paper describes cultural and educational characteristics of West African countries that may have implications for West Africans studying and learning English in the United States. Countries discussed include Nigeria, Ghana, Sierra Leone, Benin, Niger, Gambia, Senegal, Cote d'Ivoire, and Mali. The structures of the systems of elementary, secondary, vocational, and postsecondary education are outlined, focusing on commonalities in British-colonial and francophone countries, standardized testing, progression through educational levels, patterns leading to advanced degrees, types of institutions, literacy rates and patterns, schooling rates, female schooling and literacy, and uses of English. Numerical data on schooling and literacy are included. Charts detailing the structures of the Nigerian and United States systems of education are provided for comparison, and some comparisons are made with the United States within the text. (MSE)

ED 410 749 FL 024 688

Ewers, Traute
The Origin of American Black English: Be-Forms in the HOODOO Texts.
PUB DATE- 96
NOTE- 337p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Dialects; Diachronic Linguistics; *English; *Folk Culture; Foreign Countries; *Language Patterns; Language Research; Language Usage; *Language Variation; Linguistic Theory; Verbs

The study examines origins of the usage patterns of "be" forms (conjugated and invariant forms of the copula) in Black English as they developed over a period of about 30 years. The corpus studied consists of selected interviews from a collection of recordings about Hoodoo, conjuration, witchcraft, and rootwork

The study also found evidence that affective dispositions, not included in the model, are an important factor among teacher educators. (MDM)

ED 410 769 HE 030 304

Krei, Melinda Scott; Rosenbaum, James E.
Career and College Advice to the Forgotten Half: What Do Counselors and Vocational Teachers Advise?
SPONS. AGENCY- Northwestern Univ., Evanston, IL.; Spencer Foundation, Chicago, IL.; Pew Charitable Trusts, Philadelphia, PA.; Grant (W.T.) Foundation, New York, NY.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; *Career Counseling; College Attendance; Counselor Attitudes; Counselor Client Relationship; *Educational Attitudes; Guidance Objectives; High Schools; Higher Education; Noncollege Bound Students; *School Counselors; *Teacher Attitudes; Urban Education; *Vocational Education Teachers
IDENTIFIERS- Chicago Public Schools IL

This study examined the career and college advice that high school counselors and vocational teachers gave to students who were unlikely to seek a 4-year college degree. Transcripts of interviews conducted with 35 guidance counselors and 80 vocational teachers from 12 Chicago metropolitan high schools between 1992 and 1995 were examined in regard to the participants' views about the importance of college attendance, the advice the counselors gave to students, and how this advice varied for different students. It was found that counselors did not articulate clear reasons why they steered students to college, what kinds of students they believed should choose college, or for what career goals. The majority considered college as a general panacea for all goals and all individuals. In addition, the majority of counselors were reluctant to confront students who had unrealistic expectations regarding college or job plans. Teachers classified as "diplomats" discussed postsecondary plans with students as subtly as possible, while those classified as "straightforward" expressed much less concern about hurting students' self-esteem and were more direct in assessing students' plans and offering advice. (Contains 14 references.) (MDM)

ED 410 770 HE 030 305

Ellett, Chad D.; McMullen, Joanne H.; Rugutt, John K.; Culross, Rita R.
Linking Personal Learning Environment, Quality of Teaching and Learning, and Learning Efficacy: An Initial Study of College Students.
PUB DATE- 97
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *Constructivism (Learning);

American Higher Education: Behind the Emerald City's Curtain.
  Hudson Briefing Paper, No. 188.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; College Admission; College Outcomes Assessment; *Cost Effectiveness; Educational Benefits; *Educational Economics; *Educational Improvement; Enrollment Trends; Government Role; Higher Education; Improvement Programs; Institutional Mission; Organizational Development; Organizational Objectives; Productivity; Program Effectiveness; Self Evaluation (Groups); State Programs

During the last 50 years, American higher education has steadily grown in scale, wealth, and, stature. Despite its current status as the world's education superpower, however, it has begun to encounter public disapproval and consumer resistance. Colleges and universities have been able to ignore productivity concerns because a college education paid off so well in the job market, but that payoff appears to be decreasing while the costs continue to rise much more quickly than inflation. Government funding is decreasing, there are fewer students available to fill the seats, and consumers are becoming more cost-conscious. Higher education must develop a greater concern for productivity a willingness to serve consumers. Costs must be cut, including those for personnel. Specific ideas include alternative work schedules for faculty and the use of additional technology to replace expensive faculty, and stiffer admission requirements with resulting cost savings for remediation. There should be more emphasis placed on academic subjects with more core subjects and requirements. The faculty research imperative should be ended and all non-essential amenities cut. (Contains 32 references.) (JLS)

ED 410 791 HE 030 361

Blanchette, Cornelia M.
Department of Education: Multiple, Nonintegrated Systems Hamper Management of Student Financial Aid Programs. Testimony before the Committee on Labor and Human Resources, U. S. Senate. Statement of Cornelia M. Blanchette, Associate Director Education and Employment Issues, Health, Education, and Human Services Division.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Compliance (Legal); Data Collection; Databases; Educational Legislation; Federal Legislation; Federal Programs; Higher Education; Information Management; Information Systems; Information Technology; *Program Administration; Program Effectiveness; Public Agencies; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Department of Education; General Accounting Office; Higher Education Act Title IV; *National Student Loan Data System

This statement of Cornelia M. Blanchette to the U.S. Senate Committee on Labor and Human Reources discusses Department of Education information management systems that support the financial aid programs authorized by Title IV of the Higher states are discussed, such as who can buy a prepaid tuition contract, who may benefit, what contingencies may arise, and refund policies. Federal and state tax implications are mentioned. Recommendations cover the issues that should be explored as states consider prepaid tuition or college savings programs: (1) whether the benefits and requirements of the plan are clear and easy to understand; (2) who the plan is targeting and outreach effectiveness; (3) accommodation for those in the most financial need; (4) data collection for program evaluation; (5) necessity for clearly communicating to the public that benefits cover only a portion of the total cost of attending college? (6) effects of program participation on student eligibility for financial aid; and (7) effects of plans on future college-going rates and enrollment trends. (DB)

ED 410 808 HE 030 381

Eight Baccalaureate Degree Completion Programs To Be Offered by Indiana State University Statewide via Mediated Instruction.
PUB DATE- 97
NOTE- 32p.; Page 15 contains very dark print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Allied Health Occupations Education; *Bachelors Degrees; Business Administration; *Computer Mediated Communication; Continuing Education; Distance Education; *Extension Education; External Degree Programs; Higher Education; Nontraditional Education; Open Universities; Part Time Students; Partnerships in Education; State Universities; Technology Education; Telecommunications; *Telecourses; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Indiana State University; *Mediated Instruction

This document proposes establishment of eight bachelor of science programs to be offered through Partnerships for Enhancing Postsecondary Participation by Indiana State University. These mediated instruction programs are in the areas of: (1) business administration, (2) community health, (3)electronics technology, (4) general industrial supervision, (5) general industrial technology, (6) industrial automotive technology, (7) mechanical technology, and (8)vocational trade-industrial-technical education. It is proposed that they will be offered at campuses and postsecondary centers in six regions throughout the state: South Bend/Elkhart/Warsaw; Fort Wayne; Kokomo/Logansport; Muncie/Anderson/Marion; Columbus/Bloomington; and Sellersburg. The document summarizes the history of the program, delivery methods, transfer arrangements, budgeting understandings, and enrollment projections. The text is supported by appended enrollment/completion data projections, extracts from a report on student transfers from associate programs to public four year colleges, revised budget requests, and descriptions of the proposed eight telecommunications programs. (CH)

ED 410 809 HE 030 382

Davis, Jerry S.
College Affordability: A Closer Look at the Crisis.
PUB DATE- 97
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

membership. The second section discusses contemporary policy issues including faculty evaluation, workload, and productivity, curriculum reform, faculty involvement with the business community, faculty development, and implications that the North American Free Trade Agreement will have for faculty on both sides of the border. The paper concludes with some suggested areas for collaborative efforts of faculty in the two countries including increasing faculty exchanges which provide scheduling flexibility and possibly salary support. New models for faculty development and enrichment should also be established. Also recommended is increased use of technology to facilitate interaction between faculty in the two countries. The final area for collaboration is the development of mutually beneficial relations with the business community. Five tables of tables and two graphs are included. (Contains 29 references.) (JLS)

ED 410 827 HE 030 401

Canales, JoAnn; Gomez, Leticia Calzada; Villanueva, Nellyda
The Educational Systems of Mexico and the United States: Prospects for Reform and Collaboration. "Understanding the Differences": A Working Paper Series on Higher Education in the U.S. and Mexico. Working Paper Number 3.
PUB DATE- 95
NOTE- 47p.; For related documents, see HE 030 399-404.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; *Educational Change; Elementary Secondary Education; Foreign Countries; Governance; *Government Role; Higher Education; Institutional Autonomy; International Cooperation; Policy Formation; Universities
IDENTIFIERS- *Mexico; *Reform Efforts; *United States

This working paper describes the sequential processes of education from primary to higher education in Mexico and the United States. It analyzes the fragmented nature of the educational systems common to both countries and outlines possible solutions for integrating the different systems. It also includes brief overviews and examples of national, state, and local collaborative relationships. The paper concludes with a discussion of ways to nurture and enhance binational collaborative relationships and the required conditions. These include a consortium of individuals with a common vision; allocated monies from federal, state, and/or private agencies; a process for systematically developing and implementing the collaboration; a process for continuous evaluation and modification of the project design; a willingness to make a long-term commitment to the effort; a philosophical underpinning that is shared regardless of differences among participants; and an overarching commitment to improving education for all children. Also included are a list of abbreviations, a table listing secondary school degrees in Mexico by type of degree granting institution, the Carnegie Classification of Institutions of Higher Education, and brief descriptions of collaborative projects in the United States. (Contains 33 references.) (JLS)

ED 410 828 HE 030 402

Santillanez, Elizabeth J.
Higher Education's Responsiveness in Mexico and the United States to a New Economy and the Impacts of NAFTA. "Understanding the

PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Literacy; *College Role; Educational Development; Educational History; Educational Policy; *Extension Education; Foreign Countries; Futures (of Society); Government School Relationship; Higher Education; *Lifelong Learning; *Literacy Education; Nonformal Education; School Community Relationship; Universities
IDENTIFIERS- *India

Lifelong learning has a long tradition in India. In the last century, the government has accepted adult education as its responsibility. Since 1977, the University Grants Commission has incorporated adult and continuing education and extension into its policies, converted the Cells for Adult Education into full-fledged University Departments of Adult and Continuing Education and Extension, and formed a Review Committee for Extension to give strategies for institutionalization of extension. Extension departments have been asked to eradicate illiteracy in communities adopted by colleges and conduct continuing education on a regular basis. Current efforts focus on financial support to universities for nonformal education, redesignation of core academic staff as teachers, and staff development. Universities must work for the promotion of social change and development and play an active role in promoting adult learning. The Department of Adult and Continuing Education and Extension of the University of Mumbai exemplifies moderate success achieved in translating policy into practice. It pursues two goals: institutionalization of extension and creation of a nonformal stream of education. The Department proposes to work on the development of an institution where any individual can join for education at any level from literacy to the Open University. (Contains 17 references.) (YLB)

ED 410 385 CE 074 435

Smyth, Emer; Surridge, Paula
School-to-Work Transitions in Ireland and Scotland, 1979-1991. CES Briefing No. 10.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Education Work Relationship; *Educational Attainment; Educational Policy; *Employment Patterns; Foreign Countries; Government School Relationship; Longitudinal Studies; National Surveys; *Out of School Youth; Outcomes of Education; Postsecondary Education; Public Policy; Secondary Education; Sex Differences; *Unemployment; Youth Employment
IDENTIFIERS- *Ireland; *Scotland

Patterns of school-to-work transition in Ireland and Scotland in 1979-1991 were compared by using data from the annual Irish and biennial Scottish school leavers surveys. Unemployment among school leavers in both countries increased rapidly over the study period. A comparison of both respondent groups' educational experiences, educational attainment, labor market history, training, and course enrollments established that, Field: Students" (John Zickefoose, Gail Sams); "Voices from the Field: State Directors" (Israel Mendoza, Cheryl Keenan, Lennox McLendon); "The Role of Citizen" (Brenda Bell); "The Role of Parent" (Meta Potts); "The Role of Worker" (Lisa Levinson); "Voices from the Field: Practitioners" (Inaam Mansoor, Bonnie Fortini, Barbara King, Louise Clifton); and "Voices from the Field: Other Systems" (Kay Albright, Ken Nelson, Irwin Kirsch, Paul Cole, Katherine T. Mance). (KC)

ED 410 403 CE 074 548

Ruhland, Sheila; Samson, Harland; Brewer, Jerrilyn; Hague, David
Marketing Program Outcomes: The Building Blocks of an Associate Degree Marketing Program.
SPONS. AGENCY- Wisconsin Technical Coll. System Board, Madison.
PUB DATE- 97
NOTE- 58p.; Accompanying assessment diskette not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; Business Education; Data Collection; Evaluation Methods; *Marketing; *Needs Assessment; *Outcomes of Education; Program Development; *Program Evaluation; Records (Forms); *Statewide Planning; Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Wisconsin

This document contains materials about and from an assessment of Wisconsin's associate degree marketing program. The document begins with a report containing the following: marketing program mission and vision statements; overview, conclusions, and recommendations of an assessment of marketing education needs in which recent graduates of the associate degree marketing program, employers of recent program graduates, and instructors currently teaching in the program participated in focus groups that examined the program's curriculum, instruction, delivery, and outcomes; overview of a program outcome study in which a group of 30 marketing program outcome statements was reviewed by technical college instructors and business and industry representatives, narrowed to a group of 15 outcome statements, and developed as competency-based curriculum units; summaries of the 15 outcomes along with core abilities, performance criteria, learning objectives, conditions, learning activities, and performance assessment guidelines; study recommendations and implementation strategies; and program outcomes. Appendixes constituting approximately 85% of the report contain the following: regional program outcome meeting agenda and participants list; agenda of the postsecondary planning meeting; survey instrument; list of business and industry participants; ranking of program outcomes; curriculum writer's workshop agenda; classification of objectives in the three learning domains; program outcome audit; and PowerPoint presentation. (MN)

ED 410 404 CE 074 549

Harvey, Lee; Moon, Sue; Geall, Vicki; Bower, Ray
Graduates' Work: Organisational Change and Students' Attributes.
SPONS. AGENCY- Department for Education and Employment, London (England).; Council for Industry and Higher Education (United Kingdom).; Association of Graduate Recruiters (United Kingdom).
PUB DATE- 97
NOTE- 139p.
LANGUAGE- English

SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
Office of Vocational, Adult, and Employment Training Services.
PUB DATE- 97
NOTE- 244p.; Developed by the Virginia Adult Education Workplace Workgroup.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admission Criteria; Adult Basic Education; Adult Learning; *Adult Literacy; Adult Students; *Basic Skills; Classroom Techniques; Cognitive Style; Curriculum Development; Delivery Systems; Educational Needs; Financial Support; Lifelong Learning; *Literacy Education; Needs Assessment; Numeracy; *Program Development; Program Evaluation; Staff Development; *Statewide Planning; Student Characteristics; Student Evaluation; Student Recruitment; Teacher Role; *Workplace Literacy
IDENTIFIERS- *Virginia

This guide, which is intended primarily for adult education practitioners in Virginia, explains the process of developing workplace basic skills programs. Presented first is background information on the guide's development. The following are among the topics discussed in the guide's seven chapters: the need for work force education (changes in business and education and changing definitions of literacy); marketing and assessment of training needs (adult educators and employer roles in marketing efforts; business conduct; informal and formal assessment techniques); recruitment and selection (selecting measurement and formal assessment instruments); funding and contracting (stakeholders, contractual issues, cost estimation, financial responsibility, funding sources); curriculum design (curriculum needs in changing workplaces, finalizing employer requirements and expectations); staff development resources (recruitment, selection, and preparation of instructors); and delivery of instruction (employer and employee goals, end-of-program evaluations). Appendixes constituting approximately 75% of the guide contain the following: sample introductory comments to workplace students; learning style characteristics; learning style tips; information about learning style preference; workplace teaching tips; sample workplace math problems; two lifelong learning evaluation surveys; sample evaluation results for students in a basic math skills class; tips for effective (lively and exciting) training; and discussion of workplace education versus adult basic education. (MN)

ED 410 421 CE 074 588

Washington State Guide to Planning, Implementing and Improving Work-based Learning. A Guide for Educators at All Levels.
SPONS. AGENCY- Washington State Board for Community and Technical Colleges, Olympia.
PUB DATE- 97
NOTE- 166p.; Produced by the Washington State Work-Based Learning Resource Center.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; Child Labor; Classification; Compliance (Legal); *Education Work Relationship; Educational Legislation; Educational Needs; Educational Opportunities;

Marsha
Partners in Progress: Early Steps in Creating School-to-Work Systems.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Development; Career Education; Career Guidance; College School Cooperation; Community Involvement; Cooperative Programs; Coordination; *Education Work Relationship; Educational Finance; Educational Legislation; Federal Aid; Federal Legislation; *Integrated Curriculum; Parent Participation; *Parent School Relationship; *Partnerships in Education; Postsecondary Education; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; *School Business Relationship; School Community Relationship; School Restructuring; Secondary Education; Unions; *Work Experience Programs
IDENTIFIERS- *School to Work Opportunities Act 1994

The School-to-Work Opportunities Act of 1994 provides 5-year federal grants to help states implement school-to-work (STW) systems with broad collaboration among employers, organized labor, educators, and public agencies. All states have taken steps to create a statewide infrastructure. Local partnerships are widespread, but new and evolving. School-based and workplace components have received uneven attention. Early efforts most often build on vocational education programs. Participation in career development activities is high, but for individuals such activities are typically occasional and unconnected. Student involvement in integrated curricula is relatively uncommon. Integration of academic and vocational instruction is widely pursued. Developing work-based activities is the top priority of most local partnerships. Local constraints typically limit emphasis on paid positions with structured training and work experience. Workplace opportunities that students get through school are of higher quality than those they find. Few students have participated in multiple STW activities. Schools and employers play more active roles than postsecondary institutions in STW partnerships. Involvement of organized labor and parents is limited. Emerging issues are as follows: can states can fit STW in a coherent policy framework; can workplace learning be made meaningful to all students; and can curriculum be built consistently around career themes. (Contains 23 references.) (YLB)

ED 410 438 CE 074 617

Experiences and Lessons of the School-to-Work/Youth Apprenticeship Demonstration. Research and Evaluation Report Series 97-E.
PUB DATE- 97
NOTE- 294p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Career Development; Career Education; Career Guidance; College School Cooperation; Community Involvement; Cooperative Programs; Coordination; Demonstration Programs; *Education Work Relationship; Educational Legislation; Federal Legislation; *Integrated Curriculum; Job Placement; Parent Participation; Parent School Relationship; *Partnerships in Education; Postsecondary

Care; Learning Activities; Lesson Plans; Mothers; Neonates; *Nursing Education; Postsecondary Education; *Practical Nursing; *Prenatal Care; State Curriculum Guides; Teaching Guides; Vocational Education
IDENTIFIERS- *Postpartum Care

This curriculum guide contains the materials required to teach a course in maternal and neonatal care that will prepare students for employment as practical nurses. The course's five instructional units cover procedures for caring for the following: prenatal patients, patients in labor and delivery, postpartum patients, healthy neonates, and neonates with potential problems. Each unit contains some or all of the following: objective sheets, suggested activities, handouts, supplements, transparency masters, instructional supplements providing suggestions for teaching basic skills, activity sheets, assignment sheets, job sheets/skill test records, written tests, and assignment sheet and test answers. Academic skills training is combined with vocational training throughout the instructional materials. To assist teachers in identifying activiites that promote basic skills development, a marking system of simple graphic symbols, or icons, is used to denote which of the following nine general basic skill categories is being emphasized: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (MN)

ED 410 456 CE 074 648

Medical-Surgical I. Teacher Edition.
PUB DATE- 93
NOTE- 533p.; For other Practical Nursing courses, see ED 329 792, ED 380 619, ED 380 637, and CE 074 643-649. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Cancer; Competency Based Education; Curriculum Guides; Diseases; Learning Activities; *Medical Services; Nurses; *Nursing Education; Patients; Postsecondary Education; *Practical Nursing; State Curriculum Guides; Student Evaluation; Surgery; Teaching Guides; Units of Study

This publication is designed to provide students with the knowledge they need to pursue a career in medical-surgical nursing. Eight units are provided. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the teacher, information sheets, job sheets, written tests, and answers to assignment sheets and written test. Most units of instruction are designed for use in more than one lesson or class period of instruction. Unit topics are as follows: applying basic principles of medical-surgical care; providing care for patients with community-acquired infectious diseases; providing care for patients with common medical-surgical complications; providing care for the oncology patient; providing care for the patient with pain; providing care for the postoperative patient; and providing care for the intraoperative and post-anesthesia recovery patient. Academic skills training is combined with vocational training throughout the instructional materials. To assist teachers in identifying activities that promote basic skills development, a marking system of simple graphic symbols, or icons, is used to denote which of the following nine general basic skill categories is technology and communication technology courses; (4) curriculum and assessment standards for introductory communication technology competencies; (5) curriculum and assessment standards for intermediate communication technology competencies; (6) curriculum and assessment standards for advanced communication technology competencies; (7) assessment tools; (8) linkages and transitions; (9) learning resource guide; and (10) sample student learning guide. (YLB)

ED 410 475 CG 027 842

Uhlenkott, Robert C.
Idaho Youth Report 1996. An Evaluation of Idaho's Byrne Funded Youth Programs.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Children; *Delinquency; *Delinquency Prevention; Elementary Secondary Education; *Prevention; Program Descriptions; Program Effectiveness; Substance Abuse; Youth Problems; Youth Programs
IDENTIFIERS- *Drug Abuse Resistance Education Program; *Idaho

Drug abuse and crime rates in the United States have surged to alarming levels in the 1990s and could increase to epidemic proportions if not addressed appropriately. The identification and evaluation of the programs that Idaho utilizes in fighting crime and reducing drug use are covered in this booklet. The report focuses on two different programs, but it argues that all programs must incorporate a comprehensive approach in utilizing prevention, treatment, prosecution, rehabilitation, incarceration, law enforcement, and interdiction if these youth problems are to be addressed successfully. Some of the problems discussed here include juvenile crime, juvenile victims, and drug trends. Following these descriptions of the problems are discussions of some corrective programs, including examples of curricula and objectives. The costs and the impact of prevention programs associated with drug use are likewise covered. The long-term effects, both good and bad, of interdiction efforts are presented, along with an analysis of the statistical versus social significance of the programs. Four appendices list drug-use prevention programs, research efforts, and internet sites dedicated to drug abuse resistance. (RJM)

ED 410 476 CG 027 873

Whitfield, Gary W.
Powerful and Easy Research Strategies Workshop.
PUB DATE- 96
NOTE- 14p.; Paper presented at the National School Social Work Conference (Louisville, KY, September 26-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Interpretation; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Program

dysphoric disorder, gender differences in schizophrenia, the effects of attention deficit hyperactivity disorder on families, stepfamilies, premarital counseling, and couple readiness in divorce. It is argued that assessment should be an ongoing process that provides the client and the counselor with information regarding progress toward their goals. (RJM)

ED 410 495 CG 027 969

Kreft, Ita G. G.
The Evaluation of Drug Prevention Programs and Its Effect on Alcohol Consumption of Junior High School Students.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Drinking; *Drug Education; Evaluation Needs; Evaluation Problems; *Junior High School Students; Junior High Schools; Predictor Variables; Prevention; Program Effectiveness; Statistical Bias; Student Behavior
IDENTIFIERS- Drug Abuse Resistance Education Program

Many reports of successful school-based intervention programs suffer from an overestimation of the real effects, errors which many times arise from statistical technicalities. An illustration of such overestimations, as seen through a reanalysis of data on a successful program, is reported in this paper. The data were reevaluated using a variety of statistical techniques, such as multilevel analysis. The result of the analyses shows that the reported effects of the normative school-based drug prevention program could not be replicated. The subsequent search for moderator effects of the program, such as a lowering effect on the relationship between the pre- and post-test, or on the relationship between respondents' use and their friends' use, was not successful either. More successful was a search for individual characteristics that show significant relationships with respondents' alcohol use, such as school problems, low grades, and rebelliousness. (RJM)

ED 410 496 CG 027 971

Staley, Wanda; Fasko, Daniel, Jr.; Grubb, Deborah
Fear of Success, Self-Concept, and Career Choice of Adolescents.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, GA, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Career Choice; *Fear of Success; Middle Schools; *Rural Schools; Secondary Education; *Self Concept; Self Esteem; *Sex Differences; Student Attitudes; Underachievement
IDENTIFIERS- *Appalachia; *Career Decisions

One of the largest problems facing rural school counselors is confronting the low career expectations that many rural students have by the time they reach high school. To clarify

August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Training; *Distance Education; Educational Innovation; Educational Strategies; *Educational Technology; Higher Education; Instructional Improvement; Satellite Facilities
IDENTIFIERS- Distance Education Centers; Old Dominion University VA; Satellite Communications for Learning; Satellite Students; *Satellite Uses in Education; *Telelectures

College and university courses and degree programs are increasingly being delivered via distance education, such as interactive televised instruction. An undergraduate human services counseling methods course delivered via televised instruction is presented here. It emphasizes didactic and experiential learning. The challenges of utilizing traditional instructional practices in a skills-based course that progresses from the learning of basic listening skills to more advanced helping approaches using one-way television are explored. Some of the specific issues covered here include the challenges of televised instruction and the importance of active learning. The text uses a current remote teaching course to illustrate various points on the teaching of counseling methods, communicating guidelines, alternative role play configurations, demonstration and modeling, discussion and small group activities, and question sessions. The use of media, such as having the students send in pictures of themselves to personalize the classroom experience and minimize feelings of alienation, is also presented. It is emphasized that the instructor's attitude towards technology and nontraditional formats influences students' attitudes regarding distance learning. Contains 14 references. (RJM)

ED 410 516 CG 028 005

Nelson, J. Ron
Designing Schools To Enhance the Academic and Social Outcomes of All Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Anaheim, CA, April 2-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Standards; Classroom Techniques; *Discipline; *Discipline Policy; Educational Environment; Elementary Secondary Education; Intervention; Program Descriptions; Social Behavior; *Student Behavior

When students increasingly exhibited disruptive behavior at a particular school, a comprehensive multilevel discipline program was developed to respond to the students' behavior. The conceptual model and key intervention approaches used in this multilevel discipline program are described in this paper. Previous experience convinced school personnel that the school-wide discipline program must be based on the view that disruptive behavior is primarily a socialization problem rather than a sickness. Therefore, the discipline program emphasized

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Family Literacy; *Language Arts; Learning Activities; Parent Child Relationship; *Parent Participation; Parent Role; *Parent School Relationship; Parent Student Relationship; Parents as Teachers; Primary Education; Reading Comprehension; *Reading Improvement; *Reading Skills
IDENTIFIERS- Florida (Central)

A project was designed to increase reading skills of a target group of kindergarten through second-grade students in a primary continuous progress (CP) house in central Florida. The original target group included 15 kindergarten students, 34 first graders, and 54 second graders. Strategies included 4 parent language arts inservices, developing lessons for parents to use in their homes and providing the necessary materials to complete activities. Parents were provided with home support through visitations conducted by CP teachers, and by a parent involvement educator upon request. Project goals were that 30% of the first- and second-grade students in the target group would: (1) increase their instructional reading levels by 3 levels or read on grade level, and (2) score a minimum of 70% on the comprehension questions for a story on their instructional level. The final goal was that 50% of the families in the target group would participate in at least 3 backpack activities. Results indicated that 91% of the first- and second-grade subjects showed increases consistent with goal 1; 78% of subjects scored at least the minimum set in goal 2; and 92% of the families in the target group participated in the third goal. All program objectives were met by the target group with increased percentages of 61 for the first objective, 48% for the second, and 42% for the third. Success levels were measured by pre- and post-running record summary and by a student backpack sign-out log. (Contains 4 tables of data and 15 references; various sample forms, instructions, and activities are appended.) (Author/CR)

ED 410 535 CS 012 895

Brooks, Michelle; Hamann, Louise; Vetter, Mary
Improving Reading Comprehension and Vocabulary Development in At-Risk Students.
PUB DATE- 97
NOTE- 105p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Family Problems; *High Risk Students; Learning Strategies; Low Income; Primary Education; Prior Learning; Reading Attitudes; *Reading Comprehension; Reading Difficulties; *Reading Improvement; Reading Instruction; Reading Skills; *Thematic Approach; *Vocabulary Development
IDENTIFIERS- Direct Instruction; Illinois (Central)

A program was designed and implemented to improve student vocabulary and comprehension. The target population consisted of 59 students in grades 1, 2, and 3 in a low-income area of a large city in central Illinois. The problems of lack of prior knowledge, poor vocabulary, and insufficient comprehension were documented through data collected from standardized tests and teacher assessments of student performance. Results from analysis of probable cause data indicated that students lack exposure to print and basic reading and comprehension some promising methods of assessment; what professional development opportunities teachers need; the role of technology in effective reading instruction; how television viewing affects reading development; what schools can do to encourage parents to participate in their children's reading; how community resources can encourage reading; and how educators can move forward to improve reading teaching and learning. Contains 53 references. (RS)

ED 410 554   CS 215 795

Kelly, Jan
Effective Reflection: Using Computer Conferencing as the Writing Component of a Service Learning Course.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Higher Education; *Journal Writing; *Service Learning; Teacher Role; Teleconferencing; Writing Exercises
IDENTIFIERS- *Arizona State University; *Computer Assisted Writing

Arizona State University Service Learning students use the Electronic Forum to enhance their Service Learning experience. By requiring 2 entries a week as the writing component of their "ENG 484 Internship"--and counting it as 25% of their grades--students are given structured opportunities to reflect critically on their service experience. Through the Electronic Forum, teachers can create a virtual classroom where students' service internship and their course work intersect, with dramatic results. The teacher's role is to model mediation skills and teach critical thinking skills. Teachers using the Electronic forum should establish guidelines, control tone, and make the connection to the course work clear. Making full use of the potential electronic journaling offers requires thoughtful manipulation of the medium and a fair amount of time, but the goal--of social literacy--is worth the effort. (Journal entry instructions for 4 weeks are attached.) (RS)

ED 410 555   CS 215 798

Stix, Andi
The Need for Pictorial Journal Writing.
PUB DATE- 96
NOTE- 13p.; Paper presented at the Westchester Teachers' Center Conference, "Math Enrichment for All" (Hartsdale, NY, December 14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cognitive Style; Diaries; Elementary Secondary Education; Higher Education; *Journal Writing; Learning Motivation; *Learning Strategies; *Mathematics Instruction; *Student Journals; Teacher Education; *Visual Learning; Visual Stimuli

learn" and "writing to show learning" assignments were used in the sociology class. E-mail and field notes were also used effectively. The underlying premise of the sociology course was the concept of the sociological imagination--the capacity to see interrelations between an individual's biography and his/her time and place. As part of University 100, students formed a socially active community through the service component of the CSL. They performed community service in an elementary school located in an ethnically and socioeconomically diverse neighborhood and were given opportunities to connect their experiences with the concepts they were studying in FYC and sociology. (CR)

ED 410 574 CS 215 925

Kumamoto, Chikako D.
"Unison in Variety, Congeniality in Difference": Sifting beyond the Multicultural Sieve.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Cultural Pluralism; Ethnic Groups; Ethnicity; Higher Education; *Individual Development; *Self Concept; Self Esteem; Student Needs
IDENTIFIERS- *Identity Formation; Rhetorical Strategies

Multiculturalism and its attendant meanings have undergone several metamorphoses. Among many reasons, rapid technological change, the media of mass communication, easy world travel, and availability of higher education are altering both the way individuals look at their culture and the way cultures look at the individual's sense of self, leaving all elastic and in flux. A new cosmopolitanism is emerging wherein the sense of self becomes a matter of cultural crafting through "self-fashioning"--an increased self-consciousness about the fashioning of human identity as a manipulable, artful process. This is exemplified by a group of individuals whose national or cultural identity is mixed by virtue of migration, overseas education, or parentage. Multicultural ontology is a cognitive exercise entailing a complex analysis of the facets within, while a new text is constantly constructed through merging different spheres of discourse while continuing on one. But what can be the possible rhetorical strategies whereby a syncretistic self-culture organizes itself? In "Woman in the Nineteenth Century," Margaret Fuller's major rhetorical design works within connecting several margins of discourse context, each producing cumulative epistemological meaning. In the final analysis, multiculturalism as a pedagogical practice, more than a celebration of ethnic or gender diversity, should play an intimate role in the weaving and reifying of a path to students' critical understanding and their enlightened and creative learning. (Contains 51 references.) (CR)

ED 410 575 CS 215 931

Putting People First: Guidelines for Writing and Speaking about People with Disabilities.
PUB DATE- 95
NOTE- 9p.

in a Multicultural Society.
PUB DATE- 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cross Cultural Training; Cultural Awareness; *Cultural Differences; *Cultural Pluralism; Ethnic Relations; Higher Education; *Intercultural Communication; Multicultural Education; Student Needs; Teaching Methods
IDENTIFIERS- *Communication Context; Communication Strategies

This paper offers a lesson plan for a classroom activity, called the "diversity board" which challenges and encourages college students to think seriously about what diversity means and how diversity influences behaviors and communication between people. The paper states that, in less than 20 years, racial and ethnic groups in The United States will outnumber whites and that this "browning of America" will result in a significant change in society, ranging from education to industry politics to values and culture. Since students will face complex and ethnically diverse communication contexts in the near future, it is a responsibility of educators to assist these students to obtain knowledge and develop the needed skills to communicate effectively cross-culturally. The paper gives a list of goals for the "diversity board," including to understand the multicultural diverse backgrounds of people; to decrease the uncertainty and anxiety that often accompanies communication interactions among culturally dissimilar individuals; and to learn that understanding about others in an increasingly diverse world requires effective communication. It also gives detailed instructions for the physical construction and use of the diversity board, including questions and assignments for the students and suggestions for class discussion. (CR)

ED 410 595 CS 509 492

Reppert, James E.
Teaching and Research Challenges Facing Communication Faculty at Institutions with Noncompetitive Enrollment Policies.
PUB DATE- 94
NOTE- 32p.; Paper presented at the Annual Meeting of the Kentucky Communication Association (Lexington, KY, September 16-17, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Policy; Admission Criteria; College Faculty; Enrollment; *Higher Education; *Mass Media; Program Evaluation; *Public Education; Student Recruitment
IDENTIFIERS- Educational Issues; Research Priorities; Research Teaching Relationship; *Southern Arkansas University; Teaching Perspectives

This institutional "self study document" was designed to be presented to the Arkansas Department of Higher Education (ADHE) to aid in the evaluation of the mass communication program at

DESCRIPTORS- Communication Skills; Curriculum Development; Higher Education; *Instructional Improvement; *Public Speaking; *Speech Curriculum; Student Needs; Teacher Surveys; *Textbook Content
IDENTIFIERS- Curriculum Emphases; *Epideictic Rhetoric

This paper discusses the extent to which epideictic speaking is treated in communication skills courses in the discipline. Noting that the genre receives little emphasis in textbooks and basic courses in the field, the paper questions whether students are being optimally served by current pedagogical practices. The paper first summarizes traditional theoretical frameworks relevant to epideictic discourse, then examines contemporary curricular attention in this area, and finally offers suggestions for the direction that might be followed to more fully develop the role for epideictic speaking. The results of an informal electronic survey show that those educators who responded seemed equally divided in terms of practice between actually assigning an epideictic speech and general instruction (making students aware of the genre and its rhetorical/historical significance). Certain ways of presenting and approaching epideictic can maximize student involvement and interest in the topic--the overall intent would be to enlighten students about the prevalence of the kinds of events they regularly experience that reflect the criteria established for what counts as epideictic. In discussing the degree of emphasis given epideictic by 12 popular public speaking textbooks, the paper finds that, without exception, epideictic issues were among the last to be addressed. The paper concludes that, since the prevalence of epideictic events in life is inescapable, more should be done to emphasize epideictic as a public speaking genre. (A list of textbooks examined is appended.) (CR)

ED 410 615 CS 509 575

Burns, Gary; Donath, Jackie; Harpole, Charles; Kizer, Elizabeth; Sullivan, Peggy
Popular Culture Studies under Attack at American Universities.
PUB DATE- 93
NOTE- 33p.; Edited version of a panel presented at the Joint Meetings of the Popular Culture Association/American Culture Association (New Orleans, LA, April 9-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Higher Education; Mass Media; *Popular Culture; Professional Associations; *Program Termination
IDENTIFIERS- Cultural Studies; Downsizing; *Educational Issues; Faculty Attitudes; *Professional Concerns

This paper is an edited transcript of a panel discussion which took place at an educational conference about the current state of popular culture studies at American colleges and universities. First touching on the number of university media departments being disbanded in general across the country, the discussion focuses on several questions: whether popular culture studies are, in fact, under attack at universities; whether there is any connection between recent cutbacks and the conservative critique of higher education; how widespread are eliminations, proposed eliminations, and actual downsizing in programs of interest to those in popular culture studies; whether cutbacks are disproportionately directed against certain programs (such as library science, media studies,

Sex Schools; Standardized Tests
IDENTIFIERS- *Hierarchical Linear Modeling; *New Zealand

In New Zealand, single-sex public schools are held in greater esteem by the community. Because single-sex public schools are more popular than coeducational public schools, the single-sex schools in larger population areas have selective admission policies to screen the large number of applicants. This paper argues that single-sex schools end up with a more socially exclusive group of pupils, whose ability levels are considerably higher than for pupils at coeducational schools. It presents findings of a study that first compared the achievement levels of girls to those of boys in a sample of New Zealand schools. The study also compared the achievement levels of girls in all-female schools with those of girls in coeducational schools after proper controls had been exercised for ability and social and cultural differences between the pupil populations of the different schools. Data from the "Progress at School" Project, a longitudinal study of over 5,000 pupils in 37 secondary schools in New Zealand, were analyzed. The data show that when adequate control is exercised for the different ability levels and the social and ethnic mix of the two types of school, the initial significant differences in academic achievement disappear. Thus the popular belief that girls will do better academically at single-sex schools is not sustained by the data. School type does not appear to be an important factor in attempts to improve the performance levels of girls in mathematics and science. Finally, the analysis did not consider such variables as self-concept, dropout rates, and social maturity. Nine tables are included. (Contains 31 references.) (LMI)

ED 410 634 EA 028 525

Sorenson, Lynn D.
Director of Financial Aid Handbook.
PUB DATE- 97
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgets; Educational Finance; Elementary Secondary Education; *Financial Aid Applicants; Financial Services; Financial Support; Private Education; *Private Schools; *Records (Forms); *Records Management; School Business Officials; *Student Financial Aid; Tuition

Although many independent schools are seeing a diversification in their student bodies, existing structures, such as financial aid awards, have not been modified. In addition, many financial-aid managers in independent schools have 0-5 years of experience in student financial aid. This handbook profiles the overall step-by-step process for financial-aid management as implemented by Riverdale Country School in Bronx, New York. The handbook also uses information gathered through interviews with knowledgeable financial aid officers at schools affiliated with the National Association of Independent Schools (NAIS). Contents include a guideline for time management, a review of the application process, a description of the procedures for determining financial need and calculating awards, and a description of areas related to financial aid. A financial-aid timeline and an annotated bibliography are included. Appendices contain sample worksheets, letters, and forms from Riverdale needs, ongoing reflective dialogue about student learning and pedagogy, and an academic press that continually sought to improve. These priorities, in the context of a culture that fostered trust, caring, and ownership and a structure that enabled such values to thrive, helped Jackson personnel to build a school that was both effective and a truly caring community. One figure is included. (Contains 70 references.) (LMI)

ED 410 653 EA 028 546

Payne, Charles M.
Education for Activism: Mississippi's Freedom Schools in the 1960s.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Leadership; *Black Power; *Civil Rights; Cultural Awareness; Educational Discrimination; Educational History; Elementary Secondary Education; *Equal Education; *Freedom Schools; Justice; *Social Action; Social Discrimination; Voting Rights
IDENTIFIERS- African Americans; *Mississippi

Self-consciously activist education has a long history among African-Americans; however, it is one of the least well-understood aspects of African American struggle. This paper addresses one chapter in that history, the Freedom Schools that operated in Mississippi during the summer of 1964 and for a while thereafter. The schools were the creation of the Student Nonviolent Coordinating Committee (SNCC) and the Council of Federated Organizations (COFO), a coalition of the civil-rights organizations working in Mississippi. From 1961-64, the SNCC and COFO waged a campaign for African-Americans' right to vote. The idea for the schools came from Charlie Cobb, a Howard University student. The schools marked a turning point in the radicalization of the SNCC in that they became part of a larger discussion of parallel institutions. If American institutions would not work for black people, African-Americans would create institutions that would. The Freedom Schools offered traditional subjects that were often unavailable in black schools, such as citizenship and cultural-awareness education. It would be interesting to have some discussion about how one would adapt the Freedom School model to the current time. The need remains for lessons about language and power, black history, the causes and costs of mindless materialism, gender-based oppression, and the linkages between racism and sexism. (Contains 18 references.) (LMI)

ED 410 654 EA 028 547

Bennett, Nigel; Harris, Alma
Hearing Truth from Power? Organisation Theory, School Effectiveness and School Improvement.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English

of human rights have been developed worldwide. This book brings together European and international conventions on human rights, the rights of women, and the users and uses of education, and places them in their wider context. It examines issues in how human rights work, the ways in which women have benefited, and the role of education in human rights. Chapter 1 offers an account of how human-rights legislation has been brought to fruition, with a focus on the process in Great Britain. Chapter 2 examines the international development of human rights, and chapter 3 describes the various ways in which education can be used to advance human rights. Chapter 4 examines the ways in which education appears in human-rights instruments. How do the provisions meet women's needs? The fifth chapter considers how these rights are globally and regionally implemented and enforced. Chapter 6 assesses the right to education in England and concludes that the education system offers better opportunities to fewer individuals by reducing competition for the better jobs in a smaller labor market. The final chapter speculates upon the future of human rights. Chapter endnotes and an index are included. Appendices contain a list of instruments containing references to education; a glossary; diagrams of Human Rights organs in the Council of Europe and the United Nations; a table of British legislation and circulars; a table of declarations, conventions, and resolutions; and a table of cases. (Contains 180 references.) (LMI)

ED 410 674 EA 028 574

Curley, John R.
The Efficacy of Quality Improvement Programs in Education.
PUB DATE- 95
NOTE- 16p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Efficiency; Elementary Secondary Education; *Organizational Change; *Organizational Communication; *Organizational Development; Participative Decision Making; Performance; *Total Quality Management

Total Quality Management (TQM) is being adopted by many governmental entities, including public school districts. A basic tenet of quality improvement is that the customer, not the organization, defines quality. Other tenets are that the organization must satisfy the customer in order to best the competition; and that the organization must change and develop systemwide practices to manage continuous change and to meet new problems and challenges. Although TQM offers some aspects that may be pertinent and valuable to the management and improvement of governments and schools, independent companies and public institutions have very different missions and obligations. It would be unwise to assume that what works in the private sector will work in the same fashion in the public sector, especially when specific improvement programs are already in place. Other differences are that the customers of public schools are not as well-defined as those of the business world, and these customers often make conflicting demands on schools; the schools' purpose is to prepare students to participate in a pluralistic society; and TQM projects can be manipulated for political gain. (Contains 19 references.) (LMI)

ED 410 675 EA 028 575

Implementation; School Districts; *State Programs
IDENTIFIERS- *Drug Free Schools and Communities Act 1986

In 1990, the U.S. Department of Education (ED) launched a 5-year study of the outcomes of local prevention-education programs funded under the Drug-Free Schools and Communities Act (DFSCA). Every 2 years ED conducts surveys of the Governors' DFSCA programs and those administered by state education agencies (SEAs) to provide a comprehensive report of program performance. This report presents the findings from the third biennial surveys, covering the performance period from 1991-93. ED provided each state and territory with two reporting forms, one for programs funded through SEAs and another for programs funded through Governors' offices. Findings indicate that the DFSCA has provided an impetus for prevention initiatives in virtually every state and community in the nation. However, the program's future may depend on more systematic and uniform methods for measuring program impacts and outcomes. Before Congress mandates spending a percentage of program funds on the replication of successful programs, states must first strengthen their ability to identify programs worthy of replication. For evaluation to improve on a national level, definitional matters and other data-collection parameters must be addressed, and technical assistance to states and localities should be strengthened. The report supports the efforts of the ED to develop a set of performance indicators for DFSCA programs. A total of 21 exhibits and 7 figures are included. Appendices includes a list of states that submitted 1991-93 performance reports, a copy of the Governors' Program Biennial Performance Report Form, a copy of SEA and LEA report forms, tabulations of responses from governors' programs, and tabulations of responses from SEAs and LEAs. (LMI)

ED 410 694 EA 028 599

Here Come the Teenagers: A Back to School Report on the Baby Boom Echo.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Baby Boomers; Crowding; Elementary Secondary Education; Enrollment Influences; *Enrollment Projections; *Enrollment Trends; Higher Education; *Population Growth; Population Trends; *School Demography; School District Size; *School Expansion; School Size; Supply and Demand

The increasing number of young people filling U.S. classrooms will be a defining feature of American education for years to come. This report, which includes a message from U.S. Secretary of Education Richard W. Riley, describes the impact of the rising number of young people and gives special attention to the large number of teenagers who comprise the "baby boom echo." The report makes the following points: (1) there may be no short-term problem of rising enrollment; (2) the majority of young people who make up the baby boom echo will be teenagers; (3) states are meeting the challenge of overcrowded schools with varying success; (4) some research has linked student achievement and behavior to physical building conditions and overcrowding; (5) teacher standards cannot be lowered in times of higher enrollments; (6) a new consensus much be formed to that all citizens see their local schools as "centers of community"; and (7) rising high school enrollments will eventually have a profound impact on higher education. Sidebars

Resistance and Acceptance: Educator Attitudes to Inclusion of Students with Disabilities.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 97
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; Child Development; *Disabilities; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Interviews; Knowledge Base for Teaching; Mainstreaming; National Surveys; Questionnaires; *Regular and Special Education Relationship; Social Development; *Teacher Attitudes; *Teacher Collaboration; *Teacher Student Relationship
IDENTIFIERS- Canada

This report presents findings of a Canadian national study of 1,492 regular classroom teachers, administrators, resource teachers, special class teachers, and university students on the inclusion of students with disabilities into general education classrooms. Three data sources were used in the research: an Educator Opinion Questionnaire, voluntary spontaneous written comments from the last page of the questionnaire, and individual, in-depth interviews. Results indicate that the educators' attitudes toward inclusion divided into two major areas. The first related to strong reservations about work load and the effect of inclusion on regular class teachers, adequacy of preservice and inservice professional development, and administrator support for teachers who were including special education students in their classrooms. The second area of concern centered on positive beliefs regarding inclusion and teacher ability. Generally, positive attitudes were held regarding professional ability to accept primary responsibility for included students, the ability of regular class teachers and resource teachers to work collaboratively, and the effect of inclusion on both regular and included students across social and academic domains, particularly the social. Implications of the findings are discussed, including the need for greater collaboration among government agencies, schools, and families. Appendices include the interview questions and a discussion of results. (Contains 63 references.) (CR)

ED 410 714 EC 305 768

Dunn, Winnie; Deterding, Cheryl; Dustman, Stephanie A.
Assistive Technology Training through Multimedia. Resource Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 225p.; Accompanying software not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); *Augmentative and Alternative Communication; Computer Software; *Disabilities; Elementary Secondary Education; *Personal Autonomy; *Student Evaluation

A four-year federally funded project created this resource guide and interactive multimedia computer software program that are

The syllabi for the courses were reviewed to determine where in the quarter the case studies would be presented and participating instructors met again to share cases that might lend themselves to specific course objectives. Once the case was chosen, each instructor suggested additions and subtractions to provide enough information for their discipline-specific questions. When the case study was sufficiently multidimensional, each instructor contributed one discipline-specific question that students were required to address and presented the case to his or her class. In addition to answering discipline-relevant questions, students were given the opportunity to participate in cross-disciplinary, problem-solving meetings. Future project goals are identified and a post-collaboration evaluation form is attached. (Contains 17 references.) (CR)

ED 410 732 EC 305 792

Ibler, Leslie S.
Improving Higher Order Thinking in Special Education Students through Cooperative Learning and Social Skills Development.
PUB DATE- 97
NOTE- 103p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Development; *Cooperative Learning; Curriculum Design; Decision Making Skills; *Disabilities; Interpersonal Communication; Interpersonal Competence; Language Arts; Mathematics Instruction; Primary Education; *Problem Solving; Science Instruction; *Skill Development; Special Education; *Thinking Skills

This report describes a project designed to expand higher order thinking skills in five primary students with disabilities in order to increase problem solving and decision making skills. The project incorporated higher order thinking skills into mathematics, science and language arts units, and implemented weekly, cooperative learning techniques and activities. Following the introduction and modeling of a specific thinking skill, students practiced the skill in a content-free cooperative group activity. Eventually, skills were imbedded into a structured mathematics, science, or language arts lesson, where students could demonstrate their understanding of the skill as well as use its application for problem solving. Results of the intervention indicate improved student conduct, successful problem solving in language arts and science, an increase in student use of higher order thinking skills, an improvement in written and oral expression, and a heightened ability to participate more fully in a cooperative group effort while substantiating their ability to use appropriate social skills. Appendices include a teacher survey, a student interview form, a sample lesson for bonding in cooperative groups, and sample lessons and activities for mathematics, science, and language arts. (Contains 18 references.) (Author/CR)

ED 410 733 EC 305 793

Dunn, Sheila; DeWaters, Jamie; Williams, Stephen
Improving the Preparation of Special Education Teachers: A Model Mentoring Program.
PUB DATE- 96

made by a white priest with almost exclusively black informants in several southern and northern states in the 1930s and 1940s and again in 1970. An introductory chapter gives background to the topic and discusses terminology used. The second chapter describes the corpus and study methodology. Chapter three begins with several hypotheses concerning the invariant "be" and examines its usage patterns in the corpus under study. Conjugated, contracted, and zero-forms are considered in chapter four. Appended materials include a list of informants, notes on the tagging system, and a list of invariant "be"-forms. Contains 419 references. (MSE)

ED 410 750   FL 024 690

Ford-Guerrera, Rebecca
Technology & the Elementary Foreign Language Classroom.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Computer Software; *Computer Uses in Education; Computers; *Educational Technology; Elementary Education; *FLES; Internet; *Multimedia Instruction; Online Systems; Optical Disks; Satellites (Aerospace); Second Language Instruction; *Second Languages; Teaching Guides; *Telecommunications

A discussion of technology use in elementary school foreign language instruction looks at current uses of technology in the classroom and discusses its effectiveness and potential use. An introductory section describes various types of technology applied to instruction, including: computers and computer software; CD-ROM; telecommunications and online telecommunications systems; the Internet; satellites; interactive audio and video; and multimedia centers. A number of studies focusing on the relationship between technology and elementary school foreign language learning are then reviewed. In some cases, specific computer software is highlighted. It is concluded that overall, use of technology to teach young foreign language learners has had positive results, with the technology providing a richer learning environment. Further research, including longitudinal studies extending some of the existing research, is recommended. Additional efforts are suggested to improve technology use, including development of motivational and whole-brain activities, fostering of positive self-concept and language attitudes, and increased opportunities to communicate in the target language. Contains 10 references. (MSE)

ED 410 751   FL 024 692

Antonopoulos, Kay; Cimaroli, Sandra; Moran, Barbara; Power, Kim
A Study on Peer Interaction between English Speaking and Non-English Speaking Students in the Primary Grades.
PUB DATE- 97
NOTE- 52p.; Master's Action Research Project, Saint Xavier University, and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Attitude Change; Change Strategies; Classroom Communication; Classroom Techniques; *Cooperative

*Educational Attitudes; *Educational Environment; Educational Quality; Higher Education; *Learning Activities; *Measures (Individuals); Self Efficacy; Self Evaluation (Individuals); Student Attitudes; Student Development; Student Evaluation of Teacher Performance; Student Motivation; Teaching Methods
IDENTIFIERS- Louisiana State University

This study examined the relationships among college students' perceptions of their personal (constructivist-based) learning environments, the extent to which they viewed selected teaching and learning activities as enhancing their personal learning, and their personal learning efficacy. A total of 2,190 students in 145 evening classes offered by Louisiana State University in the 1996 fall semester participated in the study. The students completed three separate measures of assessments of the quality of teaching and learning, personal perceptions of the learning environment, and motivation and outcomes expectancy assessments of personal learning efficacy. The results support the validity of adapting the Science Laboratory Environment Inventory (SLEI), an instrument originally developed for use in secondary classrooms, to the college classroom setting. They also support the use of the Student Assessment of Teaching and Learning (SATL) measure. Correlations between the SATL and SLEI subscales generated in this study suggest that students' personal perceptions of characteristics of the learning environment and their self-reported experiences and behaviors are significantly related to their self-reports of learning enhancement. Copies of the measures used in the study are appended. (Contains 34 references.) (MDM)

ED 410 771 HE 030 306

Bess, James L.
Contract Systems, Bureaucracies, and Faculty Motivation: The Probable Effects of a No-Tenure Policy.
PUB DATE- 97
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *College Faculty; *Contracts; Faculty Development; Higher Education; Incentives; Institutional Role; *Motivation; Organizational Climate; Peer Evaluation; *Productivity; Quality of Working Life; *Tenure

This paper discusses the benefits and problems of tenure at higher education institutions in light of criticisms of a lack of faculty accountability and productivity. It examines the effects of contract versus tenure systems on faculty motivation, and argues that it is not the security of tenure that reduces faculty motivation and hence productivity, but rather the absence of necessary organizational contextual conditions that build on the underlying requisite base support of tenure and thus induce strong motivation. These conditions include an organizational design that provides for: (1) intrinsic satisfactions derived from the work itself; (2) communication mechanisms that permit peer generated productivity and quality norms; (3) multiple career tracks that lead to high status; (4) the opportunity to take risks in new intellectual ventures without penalty; and (5) an expectation of trust and goodwill. The paper concludes that it would be more sensible to improve the conditions for making tenure successful new kinds of academic organizations, peer review

Education Act of 1965, as amended. These programs help the Federal Family Education Loan Program (FFELP), the Ford Direct Loan Program (FDLP), the Federal Pell Grant Program, and campus-based programs. Comments are based on work done for high-risk series and other studies done on federal student fiancial programs, as well as ongoing work analyzing the Department's development and use of information systems. There is concern that without effective information management resulting from fully implementing recent legislation--the Clinger-Cohen Act--the multiple, nonintegrated information systems currently operated by the Department may hamper its management of student financial aid programs. Over the past 30 years, separate information systems have been developed to support student financial aid programs. These multiple systems contain incompatible data in nonstandard formats--a situation that has led to inaccurate information, inefficient systems, and high costs. One of the causes of the current information systems' difficulties appears to be the lack of sound, integrated information technology, or systems architecture for managing the Department's portfolio of information systems that support student financial aid programs. The Clinger-Cohen Act of 1996 makes agency heads directly responsible for effective information technology. The Department of Education could benefit greatly by fully implementing the Clinger-Cohen Act. Full implementation of the law would provide another opportunity to correct many of the Department's student financial aid system weaknesses. Appendices list Education Department student financial aid systems and their contract costs from fiscal year 1994 through 1998. Contains a 10-item list of related GAO reports. (JLS)

ED 410 792 HE 030 362

Roche, J.; Shale, D.; Kelly, W.
Comparative Studies on the Differentiated Nature of Part-Time Students.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Adult Students; Behavior Patterns; *College Students; Community Colleges; Distance Education; Educational Demand; *Enrollment Trends; Foreign Countries; Higher Education; Nontraditional Students; Open Enrollment; *Part Time Students; School Holding Power; Sex Differences; State Universities; Student Attrition; *Student Characteristics
IDENTIFIERS- Athabasca University AB; Canada; University of Calgary (Canada)

This study examined the characteristics of part-time students at the University of Calgary (Alberta, Canada) and Athabasca University (Alberta, Canada), an open admissions undergraduate distance education university. Also called adult students or non-traditional students, part-time students have been viewed as a homogenous group despite marked differences. Universities wishing to serve the needs of part-time or nontraditional students must identify the differentiated needs of persons in these groups, and develop coherent policies and strategies to address the needs of the differentiated sub-sets. At Athabasca University in 1994-95, 58 percent of students were not enrolled

PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; College Students; Colleges; *Educational Finance; *Federal Aid; Financial Aid Applicants; Financial Support; Government School Relationship; Higher Education; Instructional Student Costs; Parent Financial Contribution; *Paying for College; Politics of Education; Private Financial Support; Private Schools; Public Education; School Funds; State Aid; State Colleges; Student Costs; *Student Financial Aid; Student Loan Programs; Tables (Data); Tax Effort; Tuition; Universities
IDENTIFIERS- *Affordability; Consumer Price Index

This report attempts to define the nature and dimensions of the "college affordability crisis." It covers trends in college costs, student ability to pay, and some of the ways in which affordability problems are being addressed. The report finds that while annual growth in college costs has slowed, cost continues to exceed growth in family income and in the Consumer Price Index, but it notes that high tuition is not universal. It discusses student and family concerns about affordability and debt burdens on students after they leave college.It also notes that institutional reactions to these concerns include an increase in college-supported student aid. In looking at why college costs are rising, it notes that one factor is reduced growth in state funding, but also finds that an increasing number of private four-year colleges discount tuition. The report also discusses changes in federal student aid; looks at other explanations for the growth in tuition, including colleges' financial conditions; reviews policymakers' positions and views on affordability; and gives examples of how the media looks at affordability. Appendix tables provide comparative tuition data vis-a-vis income and enrollment, and grant aid as a percentage of total costs. (Contains 60 references.) (CH)

ED 410 810 HE 030 383

Chambers, Jack A., Ed.
Selected Papers from the National Conference on College Teaching and Learning (8th, Jacksonville, Florida, April 16-19, 1997).
PUB DATE- 97
NOTE- 258p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Computer Assisted Instruction; Computer Software Development; *Cooperative Learning; *Courseware; Curriculum Design; Distance Education; Educational Strategies; *Educational Technology; Experimental Curriculum; Faculty Development; Higher Education; Innovation; Instructional Design; *Instructional Development; Instructional Innovation; Instructional Materials; Integrated Learning Systems; Internet; Multimedia Materials; Preservice Teacher Education; Teacher Education Curriculum; Technological Advancement; Technological Literacy; Technology Transfer; Telecommunications; *World Wide Web

These 19 papers were selected from the Eighth National Conference on College Teaching and Learning and focus on the theme of "Teaching, Learning, and Technology: Creative Uses of the World Wide Web." Titles include: (1) "Guided Web Exploration for Teaching Critical Thinking" (Judith A. Baker); (2) "Top Ten Strategies for Using Humor as an Effective Teaching Tool" (Ronald A. Berk); (3) "Learning Styles, Emotional Intelligence and Social Presence as Predictors of Distance Education Student Satisfaction" (Patricia Boverie, and others); (4) "Cooperative Writing Software: An Experiment Using Lotus Word Pro" (Robert

Differences": A Working Paper Series on Higher Education in the U.S. and Mexico. Working Paper Number 4.
PUB DATE- 95
NOTE- 35p.; For related documents, see HE 030 399-404.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Economic Development; *Economic Impact; *Educational Change; Foreign Countries; Global Approach; Higher Education; History; International Cooperation; *International Law; Labor Needs
IDENTIFIERS- *Mexico; *North American Free Trade Agreement; *United States

This working paper discusses the critical role that higher education in the United States and Mexico must play since the implementation of the North American Free Trade Agreement (NAFTA). The paper gives an overview of recent transformations in areas of economic development and business needs which require that higher education better prepare students to compete in the global workforce. These include changes in the economies of the U.S. and Mexico since World War II, with world leadership for the U.S. and an inward-looking development path for Mexico. The rapid collapse of Mexico's oil economy in 1981 led to a full-scale economic crisis. Higher education institutions in both countries are now responding to new global market challenges. In response to changing business and workforce training needs and advances in educational technology and communications, these institutions are working to implement curricular reform, increase access to higher education, and keep higher education affordable. The paper concludes with initiatives currently underway and gives recommendations for higher education policy makers for the development of a competitive and culturally aware workforce. (Contains 41 references.) (JLS)

ED 410 829 HE 030 403

Farrell, Glen; Johnstone, Sally; Lopez del Puerto, Patricio
The Role of Technology in Higher Education in North America: Policy Implication. Understanding the Differences. A Working Paper Series on Higher Education in Canada, Mexico, and the United States. Working Paper Number 5.
PUB DATE- 96
NOTE- 28p.; For related documents, see HE 030 399-404.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Computer Networks; Computer Uses in Education; Cooperation; Cooperative Programs; Educational Policy; *Educational Technology; Faculty Development; Foreign Countries; Higher Education; *Information Technology; International Cooperation; Student Mobility
IDENTIFIERS- Canada; Mexico; *North America; United States

This paper describes the current policies and initiatives regarding the application of technology in Canada, Mexico and the United States. It also analyzes the need for policy development regarding technological networks, equipment, and educational content. The report also includes recommendations regarding specific initiatives for tri-national collaboration in the use of technology to improve higher education. The contents include descriptions of the policies and initiatives at the federal, regional, and state (provincial) levels in although both countries saw an increase in participation in postcompulsory education, participation rates remained higher in Ireland than in Scotland. Throughout the study period, greater proportions of Scottish school leavers departed from the junior level of education. Unemployment rates were higher in Ireland than in Scotland. Individuals who left school at the end of their junior cycle were more likely to be unemployed. In Scotland, approximately half of all junior leavers entered youth training programs or apprenticeships. In Ireland, only a small proportion of junior leavers entered some form of training. The study demonstrated that the Irish response to unemployment of allowing full-time education to expand was not always attractive to poorly qualified young people. On the other hand, the Scottish response of increased provision of training prevented immediate unemployment for poorly qualified young people and provided an alternative to continuing in school. (MN)

ED 410 386 CE 074 470

Johnson, Elaine P.
Evaluation Manual: A Practical Guide for Workplace Educators.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Adult Basic Education; Adult Educators; *Evaluation Criteria; *Evaluation Methods; *Literacy Education; *Program Evaluation; Teacher Role; Trainers; *Workplace Literacy

This manual is intended to help workplace education practitioners understand the program evaluation process. The manual begins with a discussion of the issues involved in choosing an approach to evaluating workplace education programs. Six assumptions about objectives, development, management, and evaluation of workplace education programs are examined in chapter 1. Presented in chapter 2 are several alternative views of evaluation and its relationship to other parts of workplace education programs and a basic evaluation process consisting of the following steps: evaluate the program's success at the individual level; evaluate the program's objectives; evaluate linkages between needs instruments and the content of teaching/learning activities; evaluate the organizational environment's impact on the workplace education program (determine whether/how management policies are affecting program success); and compile the evaluation information for use by program decision makers. Chapter 3 presents a concise working definition of evaluation and hints regarding describing, analyzing, and summarizing evaluation data. Chapter 4, which begins with the proposition that workplace education professionals are accountable for all aspects of workplace education program planning from inputs to outcomes, provides guidelines for reporting evaluation results, documenting results, analyzing how programs have affected companies, and determining how a companies can become more responsive to community needs. (MN)

ED 410 387 CE 074 471

David, Lloyd

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; College Graduates; *Education Work Relationship; *Educational Needs; Employee Attitudes; Employer Attitudes; *Employment Patterns; *Employment Practices; Empowerment; Flexible Working Hours; Foreign Countries; Graduate Surveys; Higher Education; Individual Characteristics; Job Placement; Job Training; Lifelong Learning; National Surveys; Needs Assessment; *Organizational Change; *Outcomes of Education; Recruitment; School Business Relationship; Trend Analysis; Work Environment
IDENTIFIERS- *Great Britain

Employer and employee perceptions of the skills and abilities needed by college graduates in a changing workplace were examined through semistructured, in-depth interviews with a sample of 84 strategic managers, 84 college graduates, and 35 nongraduate employees in 91 organizations across England and Scotland that represented a mix of organization sizes and sectors. The interviews focused on the following topics: changes in work organizations (downsizing, delayering, and reduction of full-time staff); flexibility, empowerment, and transformation; changes in graduate careers and implications of flexibility; recruitment policy and practices; attributes of graduates; benefits of a degree; work placements; links between higher education and employers; and training and lifelong learning. It was discovered that most organizations have undergone significant change in the past decade and most are developing structures and practices to enhance their flexibility for further change. Most respondents expected continual change, and employers expressed a need for adaptable workers capable of serving as transformative agents. The emergence of flexible organizations, growth of symbolic-analytic services, and the movement of college graduates into nontraditional job has changed college graduates' career patterns. (The bibliography contains 107 references. Appended are details about the respondents and criteria for defining the size of organizations.) (MN)

ED 410 405 CE 074 551

Serle, Oenone
Writing for Safety. Facilitating a Team Approach to Writing Operating Instructions. ANTA Leading Edge Training Case Study.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; Certification; Cooperative Planning; Coordination; Equipment Utilization; Foreign Countries; Guidelines; Instructional Materials; *Manufacturing Industry; Material Development; Models; *Occupational Safety and Health; *On the Job Training; Partnerships in Education; Program Administration; Program Development; Program Evaluation; Safety Education; *Teamwork; *Technical Writing; Workplace Literacy
IDENTIFIERS- *Australia (Victoria); *Facilitators (Personnel Development)

The Australian engineering company, Jaques, and Swinburne University of Technology conducted a joint project to write more than 190 operating instructions for the company's 77 employees. First, the university's Workplace Skills Unit (WSU) interviewed 75 production workers to identify their language,

Educational Policy; Employment Qualifications; Federal Legislation; International Programs; Job Placement; Labor Legislation; Legal Responsibility; Parent Teacher Cooperation; Partnerships in Education; Program Development; Program Evaluation; Program Implementation; Program Improvement; *School Business Relationship; School Role; Seminars; Sexual Harassment; Staff Development; State Legislation; *Statewide Planning; Student Employment; Student Evaluation; *Work Experience Programs

IDENTIFIERS- Educational Marketing; Employer Role; Secretarys Comm on Achieving Necessary Skills; *Washington

This guide, which is intended primarily for school and college personnel interested in initiating or improving work-based learning, examines the development and implementation of work-based education programs in Washington. The following topics are discussed: the rationale for work-based learning (legislative and educational change information, benefits of work-based learning, and selected work-based learning strategies); program planning (issues, the coordinating role of steering committees, and the importance of administrative support and broad-based involvement); program implementation (responsibilities of educational institutions, employers and/or supervisors, students, and parents and guardians; considerations in developing learning sites, connecting students with experiences, and reinforcing learning; and marketing and evaluation; and legal issues (wage, hour, and child labor laws; the Americans with Disabilities Act; concerns regarding privacy, medical issues, sexual harassment, and liability). Appendixes constituting approximately 60% of the guide contain the following: Washington's definition of work-based learning; national career development guidelines; highlights and summaries of state and federal legislation related to work-based learning; information about skill standards; sample forms, documents, surveys, and letters; policies and information related to credit; workplace characteristics and skills identified by the Secretary's Commission on Achieving Necessary Skills; information related to developing learning objectives; educational taxonomies; and sample policy related to liability issues. (MN)

ED 410 422 CE 074 594

Harris, Roger; Guthrie, Hugh; Hobart, Barry; Lundberg, David
Competency-Based Education and Training: Between a Rock and a Whirlpool.
PUB DATE- 95
NOTE- 337p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Academic Standards; Competence; *Competency Based Education; Curriculum Design; Curriculum Development; *Educational Change; Educational History; Foreign Countries; *Job Training; Learning; Postsecondary Education; Program Administration; Program Design; Program Development; Program Implementation; Secondary Education; Student Evaluation; *Vocational Education
IDENTIFIERS- *Australia

This book considers critically the many issues surrounding competency-based education and training (CBE/T) and provides practical advice on its appropriateness and application to educational and training programs. Part A places the whole issue of CBE/T in its appropriate contexts. Chapters 1-3 examine the concept of competence and its articulation in

Education; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; *School Business Relationship; School Community Relationship; School Holding Power; School Restructuring; Secondary Education; Student Participation; Student Recruitment; Unions; Work Experience Programs
IDENTIFIERS- *School to Work Opportunities Act 1994

This report presents a final assessment of the early implementation of the School-to-Work (STW)/Youth Apprenticeship Demonstration programs and participants. Chapter I describes the evolution of STW policy. Chapter II discusses marketing methods, the student selection process and selection criteria, reasons for student participation, and number and characteristics of participants. Chapter III discusses how programs organized the school setting to facilitate student learning and describes ways in which sites arranged curricula. Chapter IV examines these topics: challenges of employer recruitment; student placement; types and scope of workplace activities; and work-site staff members' roles. Chapter V describes how employers and school staff communicated and integration strategies pursued. Chapter VI discusses job placement assistance, education and training linkages, and actual postsecondary transitions. Chapter VII discusses counseling on career issues, academic achievement, and personal problems. Chapter VIII examines the types of partners and resources that the demonstration programs mobilized. Each chapter ends with a summary of issues that affect that specific component. Chapter IX presents a summary of the major findings and recommendations for policies and strategies that may facilitate the development of future STW initiatives. Appendixes contain 17 references, description of demonstration site programs, and student data forms. (YLB)

ED 410 439   CE 074 618

Yeo, Stephen
ACCESS: "What and Whither, When and How?" Mansbridge Memorial Lecture (14th, Leeds, England, March 14, 1991).
PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Adult Education; *Adult Learning; Educational Demand; *Educational Discrimination; *Educational Finance; Foreign Countries; *Job Training; Nontraditional Education; Prior Learning; Vocational Education
IDENTIFIERS- Great Britain

The current discourse about access can be changed by using three adjectives: old, wide, and deep. Regarding the first, since the 1870s, when the professionalization and specialization of knowledge took off in so many fields, inequalities in education have actually increased where it matters most--who knows how much of what is available to be known. Second, the conversation must be widened beyond education. Increasingly, the discourse in Britain has widened into a cultural, historical one concerning patterns of class development. Third, access also stretches down deeply into where people, including old people, live and die, into their very selves. A dream or vision for education begins and ends with the individual. In this vision, education is market led; experience is used to make courses relevant to experience; learners replace teachers; and learners being emphasized: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (YLB)

ED 410 457   CE 074 649

Medical-Surgical II. Teacher Edition.
PUB DATE- 94
NOTE- 1197p.; For other Practical Nursing courses, see ED 329 792, ED 380 619, ED 380 637, and CE 074 643-648. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF9 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Cardiovascular System; Competency Based Education; Curriculum Guides; Learning Activities; *Medical Services; Muscular System; Nurses; *Nursing Education; Patients; Physical Health; *Physiology; Postsecondary Education; *Practical Nursing; Skeletal System; State Curriculum Guides; Student Evaluation; Teaching Guides; Units of Study

This publication is designed to provide students with the knowledge they need to pursue a career in medical-surgical nursing. Fifteen units are provided. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the teacher, information sheets, job sheets, written tests, and answers to assignment sheets and written test. Most units of instruction are designed for use in more than one lesson or class period of instruction. The 15 units relate to applying the nursing process to the care of the following: integumentary system, musculoskeletal system, central nervous system, cardiovascular system--heart, cardiovascular system--blood vessels, cardiovascular system--blood, upper gastrointestinal system, lower gastrointestinal system, urinary system, respiratory system, endocrine system, reproductive system, vision disorders, ear disorders, and immune system disorders. An instructional supplement suggests teaching strategies to address student difficulties in acquiring basic skills in the following areas: reading, writing, mathematics, science, oral communication, interpersonal/relating, creative thinking/problem solving, and employability. (YLB)

ED 410 458   CE 074 650

Equine Management and Production. Teacher Edition.
PUB DATE- 94
NOTE- 1088p.
LANGUAGE- English
EDRS Price- MF8 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Animal Husbandry; Basic Skills; Behavioral Objectives; Classroom Techniques; *Competency Based Education; *Horses; Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Guides; Tests; Vocational Education; Workbooks
IDENTIFIERS- *Equine Management

This package contains the instructor's manual, instructor's resource package, and student workbook for a 1-year introductory course in equine management and production. The course emphasizes the skills needed to manage small one- or two-

Effectiveness; *Program Evaluation; Pupil Personnel Workers; Research Tools; *School Social Workers; Social Work; Statistical Data; *Statistics; Workshops
IDENTIFIERS- Research Suggestions

Many social workers are anxious about the use of evaluation techniques and are particularly reticent about using statistical research. Strategies for understanding the steps involved in integrating practice and evaluation in a school social work setting, an appreciation for the need of evaluation, and knowledge of various resources on conducting evaluation and research in school social work practice are covered in this workshop document. It is suggested that school social workers implement and integrate a single-system research design into their practice and strategies for doing this are covered here. Social workers can take advantage of an abundance of existing data in a school system, such as disciplinary referrals, attendance, and grades, in setting up their system. Suggestions for interpreting data and the use of descriptive statistics are also discussed. The final step in the integrated model of practice and evaluation is reporting to the agency, the client, and the profession. It is emphasized that school social workers must share information regarding practice outcomes. It is argued that school social workers must appreciate the importance of outcome-focused research and move beyond anecdotal evidence and descriptive endeavors. Contains a list of 32 definitions. (RJM)

ED 410 477 CG 027 875

Kristel, Orie V., IV; Fielding, Sarah; Chambliss, Catherine
An Outcome Assessment of a High School Peer Helpers Program.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Conflict Resolution; *Evaluation Needs; *Helping Relationship; High School Students; High Schools; Measurement Techniques; *Peer Counseling; Program Effectiveness; Program Evaluation; Secondary Education
IDENTIFIERS- Outcome Oriented Evaluation; Peer Support

Peer helping has become a popular method of dispute resolution in many secondary schools. However, evaluation of such programs is usually anecdotal in content. In order to add to the quantitative data on the effectiveness of peer helping, a peer helping effectiveness scale was designed and implemented; the results of this evaluation effort are reported here. The scale was used to test the hypothesis that a peer helpers program would be effective in assisting students with their problems. Different types of peer programs and their effectiveness are discussed and ways in which to develop a peer helper program are provided. The evaluation tool, which was administered to 477 high school students, was designed to assess students' perceptions of the peer helping program. Results indicate that the students felt neutral about the peer helper program in their school. The large number of students reporting no use of the program at all could be attributed to several factors, including lack of need for the program. A copy of the survey is included. (RJM)

ED 410 478 CG 027 876

Niemivirta, Markku

this problem, the relationships among career choice, self-concept, and fear of success in rural students is explored here. The study critiques earlier studies of adolescents' fear of success, compares fear of success to self-concept and career decision making, and determines if previous studies of fear of success conducted in urban areas can be applied to rural areas. Students completed a self-esteem inventory, fear of success scale, and a career-decision-making scale. Analysis of the results revealed no significant interaction effects, but the main effect of sex was males having higher self-esteem scores. Contrary to previous findings, the present study found higher fear of success in males. Also, results support earlier studies which claim that older adolescents are more self-confident and self directed. Results demonstrate that previous fear of success research conducted in urban settings may not generalize to rural areas. (Author/RJM)

ED 410 497 CG 027 972

Fasko, Daniel, Jr.; Osborne, Jeanne; Grubb, Deborah
Adolescents' and Educators' Perceptions of Values: Implications for the Teaching and Acquisition of Moral Reasoning.
PUB DATE- 97
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Behavior Standards; *Ethical Instruction; High School Students; High Schools; *Moral Values; *Social Values; *Student Attitudes; Teacher Attitudes; Value Judgment; Values Clarification; *Values Education
IDENTIFIERS- Educator Role; Educators; Kentucky

Since teen violence, crime, drug abuse, and teen pregnancies are a concern to parents and educators, this study looks at the values that are important to adolescents. The sample consisted of 550 Kentucky high school students in one state who completed a values survey (included). Results show that overall, teens reached consensus, (i.e., 67% of the respondents agreed or disagreed on 23 of the 43 value statements), and that they shared some positive core values. They failed to reach consensus on the remaining 20 statements. In comparing the results to a previous study of how educators believed teens would respond, the adults surveyed reported that they thought teens would make more negative value statements than the teens actually did. What the adults thought teens would say, however, did match what the teens believed their peers would say. Further research is needed to determine the relationship among the values identified. Because there is general agreement on which values are important, and because schools are one agent for transmitting democratic values, it would seem appropriate that schools assist in developing values in students. A history of values education and the implications of the present study are discussed at length. (RJM)

ED 410 498 CG 027 974

Al Naser, Fahad
Social Change & Marriage Norms-Values in the Middle East. A Case-Study of Kuwait.
PUB DATE- 96

direct intervention approaches within and across all school settings and it relied on teaching students acceptable social norms. The interventions are universal because all students are exposed in the same way at the same level. Outlined here are the school-wide discipline plan, ecological arrangements, behavioral guidelines, supervision, and classroom management strategy, also called think time. The latter emphasizes catching disruptive behavior early, designating a specific classroom for think time, monitoring students moving to and entering a designated think-time classroom, performing a think-time debriefing process, checking students' debriefing responses, watching students rejoin the class, employing the use of other consequences, and instituting guidelines governing the use of the think-time strategy. Also discussed are targeted interventions and some intensive comprehensive interventions. The program not only effectively reduced the level of disruptive behavior, but also enhanced the academic performance and school survival skills of at-risk and target students. Additionally, the program enabled teachers to shift their focus from discipline problems toward instructional matters. (RJM)

ED 410 517   CG 028 006

Brosnan, Michael
Against the Current: How One School Struggled and Succeeded with At-Risk Teens.
PUB DATE- 97
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Educational Environment; *Educational Innovation; Educational Methods; *High Risk Students; High School Students; High Schools; *Potential Dropouts; *Student Needs
IDENTIFIERS- Providence School District RI

Most large and mid-size cities suffer from alarming numbers of high school drop-outs. One man decided to do something about his city's high drop-out rate: He started the Urban Collaborative Accelerated Program (UCAP), an independent, public, middle school for teenagers at risk of dropping out. The details of that program are outlined here. The text relays the stories of the program's director, its students, and its teachers to explain how and why this school succeeds. The emphasis is on the school's fourth year of operation--a snapshot of life in the school. The narrative explores the school's five distinguishing components: (1) its operation as an independent legal entity with total control over all aspects of its operation; (2) its emphasis on individualized instruction; (3) the required involvement of teachers in virtually all aspects of the school; (4) the degree of responsibility given to all students; and (5) the school's strong relationship with the private sector. Each of these components, as well as the other elements that constitute UCAP, are illustrated through personal vignettes as the text follows the students and personnel through their days. (RJM)

ED 410 518   CG 028 019

Chen, Xianglei
Students' Peer Groups in High School: The Pattern and Relationship to Educational Outcomes. Statistics in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED),

strategies. Due to lack of parental support and unstable family life, many students have limited experiences and limited prior knowledge, resulting in inadequate language and vocabulary development. A review of solution strategies suggested by literature and an analysis of the problem setting resulted in the selection of thematic literature units to expand prior knowledge, reading strategies, vocabulary, and comprehension. Findings from post intervention data suggest that direct instruction, through thematic literature units, resulted in a steady growth in vocabulary by the students. Students developed increased understanding of the literature with a majority of the students scoring in the upper quartile on the comprehension test. Students also exhibited improved interpersonal and intrapersonal skills. (Contains 19 tables of data and 25 references; appended are sample assessment forms, stories, tests, student journals and learning logs, and quilt blocks used as visual clues. (Author/CR)

ED 410 536 CS 012 896

Bump, Sandra K.; Swedberg, Trina L.; Yates, Carol R.
Improving Reading and Language Arts Skills of At-Risk First Graders through Direct Instruction of Print Awareness, Phoneme Awareness, and Phonological Processing.
PUB DATE- 97
NOTE- 85p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; *Early Intervention; Grade 1; *High Risk Students; *Language Arts; Primary Education; Reading Comprehension; Reading Difficulties; Reading Instruction; Reading Programs; *Reading Skills
IDENTIFIERS- *Direct Instruction

This report describes a program to improve reading and language arts skills. The targeted population consisted of students in 2 first grade classrooms (average class size 25) from a midwestern elementary school in a predominantly white, middle to upper-middle class neighborhood. Data documenting the problem was obtained from the previous year's kindergarten teacher and current classroom teachers and consisted of informal and formal assessments, teacher observational surveys, and school records. Results from analysis of probable cause data indicated that students lacked preliteracy skills including inadequate awareness of print and phonemes, as well as phonological processing deficits. Additionally, some students lacked the auditory and visual skills to become successful readers. Findings suggest that lack of exposure to print media and inadequate family involvement in literacy development may have contributed to the problem. A review of problem solution strategies suggested by literature, combined with an analysis of the problem setting, resulted in the development of a reading intervention program of direct instruction. The selected targeted group for intervention consisted of nine at-risk first graders, six boys and three girls. Post-intervention data indicated student improvement in the targeted areas of print awareness, phoneme awareness, and phonological processing. Students increased their ability to use letters to represent written text, as well as improved their ability to recognize phonemes and process the use of phonemes in reading and language arts activities. (Contains 5 tables of data, 14 figures, and 35 references; 5 sample forms

IDENTIFIERS- Multimodal Methods; *Pictorial Journal Writing; Visual Thinking

Teachers today are faced not only with oversized classes, but with students of varying abilities who differ in the ways they process information. The fostering of diverse styles of learning has been neglected in the teaching of mathematics. The use of journal writing as a vehicle for assessing students' understanding of material provides an opportunity for the graphic expression of thought and the utilization of a spatial communication mode. This is accomplished when students can keep linguistic, numeric, and even pictorial records of what they have learned in either journals or diaries. There is a strong relationship between visualization and mathematical problem solving ability. In a comparison between 2 groups of students enrolled in a mathematics methods course required for teaching at the elementary level, the experimental (trimodal) group reported a better sense of task and a more focused introduction to their journal than the control (bimodal) group. Both groups agreed that their math anxiety decreased and their self-confidence increased as a result of the journal assignments. A multi-modal approach to instruction is both a logical and viable alternative to the traditional methods that have limited students and teachers alike. (Contains 25 references.) (CR)

ED 410 556 CS 215 799

Bachelder, Chris
Toward a Coherent Antifoundational Practice.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Epistemology; *Ethics; Higher Education; *Humanities; Scholarship; Teacher Role; *Theory Practice Relationship
IDENTIFIERS- Discourse Communities; Perceived Reality; *Postmodernism; Truth

Although several recent articles have addressed postmodernism in ethical terms, it is not difficult to see the perils facing anyone who wants to talk about ethics, since it is hard to justify certain practices over others. An individual cannot appeal to human needs or capacities, since these are said to be variously constructed by various discourse communities; a person cannot speak of ethical knowledge, because such talk is infected with objectivist rationality, said to be deadly in its own right. To the extent that an individual does any of these things while simultaneously promoting a postmodern epistemology, he or she is engaging in self-refutation and incoherence. Postmodernism is a notoriously imprecise term which emphasizes the situatedness of all knowledge claims and rejects the notion that theories match or fit reality in more or less accurate ways. For many postmodernists, truth does not exist, or if it does, limited human beings could never know it all. Postmodernism seems to demystify, while at the same time reject the idea that there is anything there to be demystified. The postmodern dichotomy between socially constructed knowledge and truth is a false dichotomy, taking the form of rhetoric or situatedness versus truth. So the postmodern ethical project seems doomed because it relies uncritically on false postmodern

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Communication Skills; Definitions; *Disabilities; *Language Usage; *Writing Skills
IDENTIFIERS- *Writing Contexts

This booklet contains suggestions for writing and speaking about people with disabilities to help place the primary focus on the identity of an individual who has an entire range of human experiences, rather than on the individual's disability. The booklet begins with three suggestions for writing about people with disabilities: emphasize the individual; be accurate; and portray people as active participants in daily life. The booklet then presents definitions and examples of preferred language to use when writing or speaking about AIDS, the blind or visually impaired, congenital disability, deaf or hard of hearing, developmental disability, disability, Down Syndrome, handicap, learning disability, mental disability, mental disorder, mental retardation, spastic, seizure, speech disorder, and stroke. (Contains 17 references and a 17-item list of resources.) (RS)

ED 410 576 CS 215 935

Gruber, Sibylle
Writing It Up: A Dialogic Reflection on the Construction of Meaning in Language.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Writing; *Computer Mediated Communication; Higher Education; *Language Role; Research Reports; *Teacher Student Relationship; *Writing Attitudes; Writing Research
IDENTIFIERS- *Dialogic Communication; Meaning Construction; *Researcher Subject Relationship; Subjectivity; Synchrony

This paper draws on research that was conducted in a computer-mediated basic writing class taught during the Fall of 1994--the study focused on how computer mediated communication influences students' discourse strategies. The paper discusses how the act of "writing up" a research report constructed the subjectivity of the researcher and one of her participants who were instructor and student in a basic writing class that included contentious synchronous and asynchronous discussions on date rape, gender, and race issues. In the paper, the female participant, who was emotionally and professionally invested in the online discussion, shares her uneasiness about being "written up" and potentially misrepresented. The paper also discusses how the researcher's position as an instructor and a participant in the discussions influenced her analysis and interpretation of the data, leading to a constructed and partial perception of reality. It shows how the information provided by the participant and the language used by the researcher to describe the participant's interactions necessarily resulted in a construction of meaning characterized at least partially by subjectivity and conflicting agendas. The paper concludes by addressing the "shifting, multiple, and contradictory positions" occupied by researcher and participant and by identifying the possible ethical dilemmas resulting from

Southern Arkansas University, a noncompetitive institution where any high school graduate may enroll. In narrative form, the document answers substantive questions dealing with enhancing instructional effectiveness, planning for the future, and promoting student improvement. Some of the topics the document discusses include mass communication program objectives; student post-baccalaureate activities; provisions for social, cultural, and economic needs of the student and the state; strengths and weaknesses of the mass communication division; faculty and facilities; criteria for granting tenure; and instructional data and program cost figures. The document focuses specifically on: (1) what faculty and administration can do to encourage and retain quality students; (2) what teaching and research challenges communication faculty at small institutions face when working with limited budgets; (3) whether lack of funds stifle creativity in a technology-based curriculum; and (4) how best to address both institutional and instructional design concepts in a positive, long-term fashion. (NKA)

ED 410 596 CS 509 495

VerLinden, Jay
Lessons Learned While Sharing the Helm: A Supervising Professor's Perspective.
PUB DATE- 96
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Program Descriptions; Program Effectiveness; *Speech Communication; *Teaching Assistants; Team Teaching; *Tutoring; *Tutors; *Undergraduate Students
IDENTIFIERS- *Humboldt State University CA

In the Department of Speech Communication at Humboldt State University, there are two programs (a tutoring program and the Undergraduate Instructional Assistant program) through which undergraduate students help provide instruction to other undergraduate students. Volunteer tutors provide one-on-one assistance to students who need help in their basic speech communication classes or in preparing speeches for other classes. The Undergraduate Instructional Assistant (UIA) program offers students a different experience in aiding the educational process of fellow students. Undergraduate Instructional Assistants (UIAs) help teach a class (or more than one) with a supervising professor. Requirements of UIAs vary by supervising professors. Lessons learned about the tutoring program are (1) tutors are valuable; (2) publicity is vital; (3) tutors should be screened; (4) flexibility is important; (5) tutors must be realistic; (6) opportunities for "tutor development" should be provided; and (7) repetition of the experience is a good thing. Some lessons learned about the UIAs are: UIAs add to the class; teaching with a UIA is more work than teaching alone; instructors should be ready for the UIA to say things that are not quite correct; good people are needed; it should be made clear who is in charge; the UIA should take some responsibility; he or she should be trained; and guidance appropriate to the student should be provided. (Contains 4 references. Appendixes contain tutoring requirements; a 13-item list of tutoring readings; university speech communication, women's studies, etc.); to what extent program cuts address real problems, or would less draconian measures address problems equally as well; whether tenure denials and other indirect means are used for the purpose of preventing growth of departments and disciplines; the role of administrators in causing or preventing elimination; and what should be the proper response of the faculty and of professional organizations to program cuts. Each member on the discussion panel in turn recounts his or her particular experiences with the subject in question and how things have played out on the campus with which he or she is familiar. (NKA)

ED 410 616 CS 509 576

Kitao, Kenji; Kitao, S. Kathleen
Internet Resources Related to Communication.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication (Thought Transfer); Conferences; Departments; Higher Education; *Information Sources; *Intellectual Disciplines; *Internet; Organizations (Groups); Scholarly Journals; World Wide Web
IDENTIFIERS- *Professional Concerns; Web Sites

Based on a World Wide Web site, this paper presents links to Internet resources related to communication, particularly intercultural communication. After an introductory section that discusses the organization of the web site and the effective use of the web site, the paper presents 97 links divided into sections on organizations, conferences, links to useful information, communication programs, journals and newsletters, areas in communication, mailing lists, and publishers and bookstores. (RS)

ED 410 617 CS 509 578

Mottet, Timothy P.; Richmond, Virginia P.
An Inductive Analysis of Verbal Immediacy: Alternative Conceptualization of Relational Verbal Approach/Avoidance Strategies.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Baltimore, MD, April 10-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Communication Research; Higher Education; *Interpersonal Communication; Student Surveys; *Verbal Communication
IDENTIFIERS- Communication Behavior; Communication Strategies; *Immediacy

Two studies investigated inductively the verbal immediacy construct in the interpersonal context. Specifically, the studies explored whether or not verbal immediacy is an autonomous and distinct linguistic verbal code that people use to approach and avoid relationship formation, or part of a much larger repertoire of verbal relational strategies that are situated in everyday conversation. Subjects in the first study were 355 students in communication studies courses at a Mid-Atlantic university. Data collected were folded into a survey

Country school. Contains 11 references. (LMI)

ED 410 635 EA 028 526

Soderberg, Melissa Boocock
Student Leadership and Participation in Independent School Activities: Culture Created in Schools.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Environment; *Extracurricular Activities; High Schools; Private Education; *Private Schools; *School Culture; Student Empowerment; Student Government; *Student Leadership; *Student Participation; Student Subcultures

Extracurricular activities have long held roles of importance in independent school life. However, schools often assign teachers to oversee extracurricular activities as an afterthought and provide limited resources for extracurricular programs. This paper considers the integral role of activities in independent schools and presents theories of leadership as they apply to students and adults in independent school culture. The paper offers an overview of the history of extracurricular activities in high schools, and then discusses the findings of interviews conducted with five student-council presidents at five day schools regarding the effect of school culture on student participation and leadership. The following recommendations are made for private schools that want to encourage student involvement: (1) examine the school culture; (2) provide student councils with substantive issues to tackle; and (3) specifically address leadership issues. (Contains 59 references.) (LMI)

ED 410 636 EA 028 527

Scott, Jan A.
Women and Leadership: A Study of Issues in Independent Schools.
PUB DATE- 97
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Development; Elementary Secondary Education; *Equal Opportunities (Jobs); Females; Private Education; *Private Schools; Professional Development; Resistance to Change; Sex Bias; *Sex Discrimination; *Women Administrators

As of May 1997, 28.8 percent of the heads of schools in the National Association of Independent Schools were female. The number grew .8 percent during the previous year and has grown at a rate of 1 percent a year for the past 10 years. This document reports the findings of a research project that explored reasons for the dearth of women heads of independent schools. The paper identifies differences in the ways in which male and female administrators and heads of NAIS schools view the job and their career-development strategies that led toward the headship. The paper identifies the barriers perceived by both men and women and offers advice from female heads of schools for overcoming those barriers. Data were obtained through a survey of male and female heads and administrators of NAIS schools, which elicited an overall response rate of 53 percent (n=106). Followup interviews were conducted by telephone with 11 survey respondents and in person with 27

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Improvement; Educational Theories; *Effective Schools Research; Elementary Secondary Education; Organizational Climate; Organizational Theories; *Power Structure; *School Culture; *School Effectiveness; *School Organization

School-effectiveness and school-improvement researchers are increasingly looking to establish some kind of synergy between their respective fields; however, current attempts lack a clear understanding of organizations. School-effectiveness research tends to emphasize structural dimensions, while the focus in school-improvement work is on organizational cultures. This paper proposes that by incorporating a third dimension--power--the two fields can be more successfully brought together. A concept of organizations that uses structure, culture, and power as mutually reinforcing analytical tools is outlined, and ways in which "power" can illuminate both school-effectiveness and school-improvement research are discussed. The paper concludes by proposing some research questions that might provide a basis for a more successful integration of the two research traditions: (1) What forms of knowledge power are deemed to be legitimate and where are they located within the school? and (2) How is it deemed legitimate to exercise different forms of power resources for the purposes of school improvement? Two figures are included. (Contains 81 references.) (Author/LMI)

ED 410 655 EA 028 548

Oberman, Geraldine L.
A Report on Principal Turnover in the Chicago Public Schools.
PUB DATE- 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Job Satisfaction; *Labor Turnover; Leadership; Leadership Responsibility; *Principals; Professional Development; *Quality of Working Life
IDENTIFIERS- *Chicago Public Schools IL

Successive waves of school reform since 1985 have brought about massive transformations in the roles and responsibilities of principals in Chicago Public Schools. The time period has also been marked by high principal turnover. This report presents findings of a study conducted in the fall of 1994 by the Department of Research, Evaluation, and Planning of the Chicago Public Schools (CPS). Researchers examined demographic data on CPS principals from personnel records, analyzed results of a 1992 survey of Chicago principals, and constructed an administrative history of all schools since 1987-88. They also conducted interviews with 61 former principals who had left their jobs after July 1, 1993. Findings show that after the 1989 wave of reform, the principalship became more accessible to women and minorities. However, few former principals reported that their academic training had been a key factor in preparing them for the job. Principals also require better-trained staff with more diverse knowledge and skills. The CPS should provide and require improved leadership training, institute continuous public recognition for successful schools and individuals, and disseminate information on successful

Glassford, Larry A.
Linking the Status Quo to a Better Future: The Socio-political Environment for Ontario Secondary School Teachers and Its Implications for Policy Change.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Foreign Countries; *Policy Formation; Program Implementation; Resistance to Change; Secondary Education; *Teacher Attitudes; *Teacher Participation
IDENTIFIERS- *Ontario

Some educators view change as a positive process producing desirable improvements; others perceive it as a threatening force producing disruption and conflict. This paper presents findings of a study that examined whether changes in teachers' work lives affected teachers' attitudes toward educational change, and whether the resulting attitudes affected the degree of teachers' engagement with the change implementation. Interviews were conducted with 9 principals and 45 teachers in 9 secondary schools in southwestern Ontario, where grades 7-9 were undergoing a move toward "downstreaming," or outcomes-based education. Teachers involved in planning, implementing, and monitoring the change process and principals reported positive attitudes; however, teachers not involved in the process expressed negative attitudes. The research appears to support the following generalizations concerning the successful implementation of educational change: (1) the proposed change must be good, and must be seen to be good, by those who are to implement it; (2) the implementers must be given the tools to do the job; and (3) although overall direction and coordination should come from the top down, room for initiative, creativity, and individualization must always be left for those who will ultimately decide the fate of the change "in the trenches"--the classroom teachers. (LMI)

ED 410 676 EA 028 576

Jones, Toni Griego; Velez, William
Effects of Latino Parent Involvement on Academic Achievement.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Grade 10; High School Students; High Schools; *Hispanic Americans; *Parent Child Relationship; *Parent Participation; *Parent School Relationship
IDENTIFIERS- *Hispanic American Students

Parental involvement with children relative to education can take many forms and depends on a wide variety of factors. This paper reports on perspectives of Latino parents about how they connect to their children's schools and their interactions with children at home. Specifically, the study explored whether parents had the kinds of relationships that facilitate academic performance. Data were gathered through interviews with 20 sets of Latino parents in a midwestern high school and a survey of highlight the effects of overcrowding in high schools across the nation. Appendices contain brief descriptions of innovative strategies at high schools in Florida, New York City, Texas, and California; 6 figures, 2 maps, and 10 tables. (LMI)

ED 410 695 EA 028 603

Stasz, Cathleen
Designing Classrooms That Work: Conception and Pilot Study.
SPONS. AGENCY- National Center for Research in Vocational Education, Berkeley, CA.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Learning; Career Education; Constructivism (Learning); *Education Work Relationship; *Faculty Development; High Schools; *Labor Force Development; Relevance (Education); *Teacher Education Programs; *Teacher Workshops; Teaching Methods

During the 1990s, school programs that more explicitly link school and work have been expanded. In order to realize the curricular and pedagogical reforms that underlie these programs, teachers need appropriate staff development. In 1996, RAND staff designed and pilot-tested a 6-week "mini-sabbatical," a prototype course to help teachers in a variety of settings learn how to make the kinds of curricular and pedagogical changes implied by school-to-career reforms. This paper describes the conceptual framework for the design of the mini-sabbatical and findings from assessment of the pilot project. The sabbatical's instructional activities are based on the concepts of adult learning and constructivist learning. The pilot experience showed that: (1) teachers need more assistance in developing assessments; (2) teachers had difficulty relinquishing control over learning; (3) teacher collaboration is an important catalyst for learning; (4) the reflective practitioner needs support through group collaboration; (5) industry experience is not sufficient for developing work-related curricula; and (6) teaching is not always planned. Four tables are included. (Contains 21 references). (LMI)

ED 410 696 EC 305 479

Kaye, H. Stephen; LaPlante, Mitchell P.; Carlson, Dawn; Wenger, Barbara L.
Trends in Disability Rates in the United States, 1970-1994. Disability Statistics Abstract, Number 17.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Disabilities; Disability Identification; Incidence; *Population Distribution; *Population Trends; *Sex Differences; Surveys
IDENTIFIERS- National Health Survey; *Personal Assistance (of Disabled); *Work Disabilities

This abstract summarizes trends in disability rates from 1970-1994 data obtained in the National Health Interview Survey. Trends indicate a gradual rise in the prevalence of disability due to demographic shifts associated with an aging population, designed to increase knowledge and skills about assistive technology for people with disabilities. Project ASTECH targets special educators, related service personnel, and others who need to learn about assistive technology. The specific areas of assistive technology included in the software are computer access, augmentative communication, and environmental control. Individuals can learn about these areas within three main modules. The first module, Exploring the Possibilities, gives an overview of these three areas by discussing the characteristics and categories of devices, by showing representative devices, and by illustrating examples of students using the devices. The second module, Assessment and Application, takes the learner through the assessment process by first giving general information about assessment. Then the module provides specific information about the aspects of motor, sensory, and cognitive performance that may affect technology support decisions. Through guided applications and student applications, learners can apply information they have learned about assessment with specific case studies. The final module, Installation, Programming, and Troubleshooting, gives general information and then applies it to representative devices. The printed 3-ring binder resource guide supplements information presented in the software program. (CR)

ED 410 715 EC 305 769

Crutchfield, Margie
Who's Teaching Our Children with Disabilities?
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Paraprofessional Personnel; *Special Education Teachers; Teacher Attitudes; Teacher Burnout; Teacher Certification; *Teacher Characteristics; Teacher Collaboration; *Teacher Qualifications; *Teacher Role; *Teacher Shortage; Work Environment

This joint publication of the National Information Center for Children and Youth with Disabilities and the National Clearinghouse for Professions in Special Education discusses the characteristics and roles of special education teachers. Topics include: why people become special educators; characteristics of special education teachers, including age, gender, diversity, education, and teaching experience; the kind of training special educators receive; state licensure and its role in the education and practice of special educators; the various duties of special education teachers, including direct teaching, paperwork, and collaboration, and consultation; the work settings of special education teachers, including public and private schools, self-contained classrooms, resource rooms, inclusive schools, residential schools, and special schools; shortages of special educators, including information on why special educators leave their profession; what special education teachers like about teaching; and the role of paraeducators. The digest closes with parent tips for working with special education teachers. A list of print resources is provided that address collaboration between special and general educators, in-service support and training, paraeducator resources, special educator preparation and certification, and special educator recruitment and retention. Video resources are

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Graduate School Faculty; Graduate Students; *Graduate Study; Higher Education; *Mentors; Models; *Professional Development; Special Education; *Special Education Teachers; Teacher Education
IDENTIFIERS- D Youville College NY

This report describes a mentoring program at D'Youville College designed to better meet the learning needs of graduate students in special education. The program began in the 1994-95 academic year with the original purpose of giving students a head start on developing ideas and conducting research for their theses. The program has grown, however, to providing mentoring in other aspects of the profession. The paper briefly explains the history of mentoring and the successful results of the mentoring program. Prior to the program, a student survey found that none of the graduate students in special education had attended or presented at conferences, none had papers accepted for publication or had even submitted papers for publication, none had taken on leadership roles in their chosen field, and none had collaborated with faculty member on a project or in research. After only one semester of the mentoring program, 10 students had presented at national or regional conferences, more than 60 had attended national conferences, 8 students had their work published, and 5 were working on research projects with faculty members. Future objectives such as having students serve as mentors to new students are discussed. (CR)

ED 410 734 EC 305 794

Burgstahler, Sheryl; Swift, Catherine
Enhanced Learning through Electronic Communities: A Research Review.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Community Benefits; *Community Development; *Computer Mediated Communication; *Computer Networks; *Computer Uses in Education; Cooperative Learning; *Electronic Mail; Elementary Secondary Education; Guidelines; Special Education; Surveys; Teacher Participation; User Needs (Information); User Satisfaction (Information)

This report, in support of the project "Enhanced Learning through Electronic Communities," investigated successful practices of electronic communities. A literature review was conducted and a survey was sent to 15 system operators of networks that had a community-based focus with ancillary educational components and networks that focused primarily on education. The report summarizes findings of the published literature and provides an electronic resources review and results of the survey. The benefits of computer-mediated communication are discussed, including collaborative learning among students. Steps to establishing a successful educational electronic community are provided. These include: (1) addressing program goals and user

Learning; Cross Cultural Training; Cultural Awareness; *Elementary School Students; *English (Second Language); Grade 1; Grade 2; Instructional Effectiveness; *Intercultural Communication; Interpersonal Communication; Kindergarten; Language Attitudes; Native Speakers; Negative Attitudes; *Peer Relationship; Primary Education; Sociocultural Patterns; Spanish Speaking; *Student Participation

The report describes a study of the interaction between native Spanish-speaking and native English-speaking students in four classes (one kindergarten, one first-grade, and two second-grade) in a suburban community, and a program to increase interaction. Initially, lack of interaction between these groups was documented using classroom observation, structured interviews, and teachers' anecdotal information. Probable causes for interaction difficulties were identified, including cultural, linguistic, and socioeconomic differences and inadequate social skills. It was determined that in addition to negatively affecting students' school and peer involvement, lack of interaction may also be promoting prejudicial attitudes. A review of solution strategies suggested in the professional literature and analysis of the problem setting resulted in use of cooperative learning strategies and cultural awareness training to ameliorate the problem. Post-intervention data show slight to significant increases in peer interaction between same- and different-language students in all areas measured, attributed to the intervention. Appended materials include the peer interaction observation checklist used, the interview format, sample social studies, language arts, math, and social skills lesson plans, and a bibliography of multicultural children's literature. Contains 25 references. (MSE)

ED 410 752 FL 024 694

Slaughter, Helen B.

Functions of Literacy in an Indigenous Second Language: Issues and Insights from an Ethnographic Study of Hawaiian Immersion.

PUB DATE- 97

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cultural Maintenance; Elementary Secondary Education; Ethnography; *Hawaiian; Hawaiians; Heritage Education; *Immersion Programs; *Language Maintenance; Language of Instruction; *Language Role; *Literacy; Literacy Education; Program Descriptions; Program Effectiveness; Second Language Instruction; Second Language Programs; Second Languages

IDENTIFIERS- *Biliteracy; *Hawaii

This study explored the functions of literacy in the Hawaiian language that may be realized in an indigenous language immersion program when the indigenous language is a second language with severely restricted use in the wider community. It also examined the connections between Hawaiian language use, the local culture in Hawaii, and development of a broader base of Hawaiian literacy in the future. Data were drawn from a longitudinal study, begun in 1987, of succeeding cohorts of sixth-grade students and their teachers and parents. The latest evaluation involved 143 Hawaiian Language Immersion program (HLI) students and 50 English-medium fifth- and sixth-graders. The report details the students' perspectives on the functions procedures and peer sanctions, and better interinstitutional mobility than to replace it with a contract system whose negative consequences in the long run will be much more damaging than the short-term benefits that may result. (Contains 60 references.) (MDM)

ED 410 772 HE 030 307

Pappas, John G.; Goodman, Jane
When University Faculty Retire: A Study of the Transition Process.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Higher Education; Individual Development; Life Events; Models; Older Adults; Planning; *Retirement; Social Support Groups; *Work Attitudes
IDENTIFIERS- Eastern Michigan University; *Emeritus Professors; Faculty Attitudes

This study examined the retirement transitions of college faculty based on the Schlossberg (1984) model, which suggests that successful coping depends on an evaluation of the retiree's unique situation, the qualities of the individual, the support available, and the strategies employed. A total of 55 emeritus faculty from the College of Education at Eastern Michigan University completed a mailed survey questionnaire based on the Schlossberg model. The results support the conclusion that faculty are satisfied with retirement. No one aspect dominated the respondents' decision to retire, but leisure and travel plans, personal motivation, and freedom from routine were the most common responses. Ninety-one percent of the retirees felt both that the decision to retire was in their control and that the timing of their retirement was good. An unexpected finding was that 89 percent of retirees perceived an increase or no change in their feelings of "mattering" to others. (MDM)

ED 410 773 HE 030 308

Cross, K. Patricia
The Freshman Year: Working Out the Puzzle of a College Education.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Conference on the Freshman Year Experience (16th, Columbia, SC, February 22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *College Role; Educational Attitudes; *Educational Principles; Educational Research; Higher Education; School Culture; Student Attitudes; Student Development; *Student Experience; *Student School Relationship; Undergraduate Study

This paper discusses the college freshman year experience from the student perspective, focusing not on what college will do for them, but on what it will do to them. Faced with the staggering array of course offerings and experiences presented by the modern college, freshmen need more help in making choices and decisions. The paper reviews the conclusions of various books and articles on the impact of college on students, including Chickering and Gamson's (1987) Seven Principles for Good Practice for Undergraduate Education, which in a degree or certificate program and 19 percent were Probationary Program students (had not yet successfully completed nine credits or less). The average student registration was for 1.8 courses per student per year. At the University of Calgary, the average age of part time students has declined from 31.4 to 30.5 years between 1985 and 1995. Female part-time students outnumbered males with a narrowing gap, from 62 percent in 1985 to 58 percent in 1995. Overall, part-time student numbers have declined by 31 percent since 1985 and represent a smaller portion of full-time enrollment. Tables detail statistics on part-time students by category and demographics. (JLS)

ED 410 793 HE 030 363

Fiscal Year 1998 Budget Reconciliation. A Report on Student Loan Cuts and Tax Proposals.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Legislation; Federal Programs; Fringe Benefits; Higher Education; Investment; Paying for College; Postsecondary Education; *Student Financial Aid; *Student Loan Programs; *Tax Deductions; *Taxes
IDENTIFIERS- *Congress 105th; *Federal Budget

This report summarizes provisions of the budget reconciliation bills moving through Congress relating to postsecondary education including student loans and tax proposals. The House and Senate postsecondary education and tax authorizing committees reported reconciliation bills in June, 1997. These bills carried out the terms of the 5-year balanced budget plan agreement by cutting the federal student loan programs by over $1.8 billion over 5 years and by providing new financial aid tax incentives. These changes are described in Part 1 of this document. Part 2 analyses the main tax proposals: the House Republican bill, the Senate Republican bill, and versions from House Democrats, Senate Democrats, and President Clinton. A chart highlights the main legislative provisions in each of the main tax alternatives. Specific descriptions are provided of proposed student loan cuts, the Hope Tax Credit (including student and institutional eligibility and definitions), the tax deduction/exclusion for postsecondary expenses provision, Section 127, the student loan interest deduction, use of Individual Retirement Accounts for educational purposes, cancellation of student loans, and miscellaneous provisions. (JLS)

ED 410 794 HE 030 364

Hurd, Richard; Foerster, Amy
Unionization among College Faculty: 1996.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Colleges; Employer Employee Relationship; Employment Problems; Faculty; *Faculty College Relationship; Faculty Organizations; Federal Legislation; Higher Education; *Labor Relations; Legal

M. Christie); (5) "Cooperative Learning on the World Wide Web" (Betty Collis); (6) "The Pedagogical Colloquium as Faculty Development" (Mary Gendernalik Cooper); (7) "Integrating Physics Curriculum and New Technologies" (Alexander Dickison, and others); (8) "Meaningful Links: The Meaning of Hot" (Sebastian L. Foti); (9) "Career Direction Through Integrated Introductory Biology-Chemistry Laboratories and Research" (Elizabeth A. Godrick); (10) "The World Wide Web--A Powerful Learning Tool for Preservice Mathematics Teachers" (Zhonghong Jiang and Edwin McClintock); (11) "It Takes a (Global) Village to Prepare Teachers: Teaching/Technology/Reflection" (Judith Johnson); (12) "Computer Assisted Collaborative Inquiry in the Laboratory" (Nancy Konigsberg Kerner, and others); (13) "Educating Non-Engineering Students on Manufacturing Concepts Through Innovative Techniques" (Murali Krishnamurthi and Mohamed I. Dessouky); (14) "Professionalism in Computing: A Web-Based Learning System" (John A. N. Lee); (15) "Decentered Classrooms: The World Wide Web and Problem Based Learning in Introductory Philosophy" (Ronnie Littlejohn and Mike Awalt); (16) "Beyond Chalk: Teaching with Technology" (Lucy C. Morse and Rosemary G. Layne); (17) "Computer Animation of Trigonometric Functions Using Mathematica" (Sally A. Robison); (18) "Using 'Web Course in a Box' in a Large Lecture Class" (David J. Urban); and (19)"Library for Interactive Mathematical Studies on the World Wide Web" (James E. White). Appended is a list of honorees receiving awards for Innovative Excellence in Teaching, Learning, and Technology. Honorees are also cited for the Ernest L. Boyer International Award for Excellence in Teaching, Learning and Technology. (CH)

ED 410 811 HE 030 384

Student Financial Aid Information. Systems Architecture Needed To Improve Programs' Efficiency. Report To Congressional Requesters.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Analysis; Data Collection; *Database Design; Databases; Educational Finance; Eligibility; *Federal Programs; Financial Aid Applicants; Higher Education; *Management Information Systems; Paying for College; Public Policy; Research Tools; Student Costs; *Student Financial Aid; Student Loan Programs; Systems Analysis; Systems Development
IDENTIFIERS- Department of Education; Family Education Loan Program; Higher Education Act Title IV; *National Student Loan Data System

This is a report evaluating the National Student Loan Data System (NSLDS), which is designed to track federal student financial aid (Title IV) programs and provide research and support functions such as prescreening of aid applicants for eligibility and enrollment status. The report finds that the Department of Education has made only limited progress in integrating NSLDS with other student financial aid databases, and notes several reasons why the department has been unable to create a seamless information exchange environment that would allow for full integration. These include: (1) neither the NSLDS nor other systems were designed for efficient access; (2) many of the systems are incompatible, lacking common data standards and identifiers; and (3) the Department has not developed appropriate systems architecture. In its conclusion

Mexico, Canada, and the United States. Institutional policies and initiatives are also examined as are collaborations between business and higher education. The paper concludes with a summary of current policy climate in the three countries and suggests opportunities for cross-border collaboration. These include development of tri-national policies regarding accreditation of distance education courses and portability of students' knowledge and skills acquired among institutions and across borders; trinational staff and faculty training in the use of technology; trinational discipline--specific forums for faculty with similar interest; implementation of pilot projects; creation of a mechanism for international and inter-institutional sharing of information and experience; and creation of consortia and partnership models. (JLS)

ED 410 830   HE 030 404

Gill, Judith I.; Alvarez de Testa, Lilian
Understanding the Differences: An Essay on Higher Education in Mexico and the United States. Comparative Report. A Working Paper Series on Higher Education in the U.S. and Mexico.
PUB DATE- 95
NOTE- 50p.; For related documents, see HE 030 399-403.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Comparative Education; Economic Development; Educational Demand; Educational Policy; Educational Quality; Educational Trends; Enrollment Trends; Foreign Countries; Global Approach; Governance; *Government Role; *Higher Education; Institutional Autonomy; International Education; Policy Formation; Trend Analysis; Universities
IDENTIFIERS- *Mexico; *United States

The goal of this comparative essay on higher education in Mexico and the United States is to provide a description of the common issues within the different contexts of each country to facilitate discussions of new binational programs. Government and business sectors of both countries have acknowledged the need to reform their education, scientific, and technological systems as well as workforce training capabilities. Factors contributing to the need for reform include: a perceived decline in educational quality; increasing enrollment demands; increasing social, economic, and skill diversity within the workforce; rapid advances in technology; and global economic competition. Both countries are seeking a balance in several areas including responding to individual needs versus societal needs, maintaining institutional autonomy while increasing accountability, improving program quality while opening access, addressing global concerns while maintaining national identity, balancing conflicting economic needs, reinventing the university, and developing innovative ways to collaborate between institutions and countries in a global context. (Contains 62 references.) (JLS)

ED 410 831   HE 030 405

Cuthbert, Rob, Ed.
Working in Higher Education.
PUB DATE- 96
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports -

Statement by Lloyd David, Ed.D., President/Executive Director,
Continuing Education Institute on Adult Education and Literacy.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Cost Effectiveness; Demonstration Programs; *Education Work Relationship; Educational Attitudes; Employee Attitudes; *Federal Legislation; High School Equivalency Programs; Literacy Education; *Outcomes of Education; Productivity; Program Effectiveness; School Business Relationship; Work Attitudes; *Workplace Literacy
IDENTIFIERS- *National Workplace Literacy Program

The National Workplace Literacy Program was very effective for a number of reasons: (1) grants are awarded for 3 years, enabling companies to plan, implement, and evaluate their efforts; (2) the program demanded a partnership of businesses, government, an educational provider, and students/employees; and (3) an educational consortium was established to share ideas. Workplace literacy means education in basic skills that can be used immediately on the job. It increases the job skills and productivity of workers, leading to improved self-esteem and better work attitudes. It is important today when U.S. companies must do more with less in order to compete in the world marketplace because it enables workers to be more flexible and to contribute ideas to increase company profits. The GLOBAL 2000 National Workplace Literacy Program has helped 43 people receive their high school diploma. The companies involved are very happy with their investment in the program. Recommendations for workplace literacy legislation include the following: awarding grants for at least 3 years, requiring that adult literacy legislation mentions workplace education, requiring states to spend a percentage of federal money on workplace education, offering tax incentives for companies to support workplace education, and providing a mechanism to disseminate successful results from workplace literacy projects. (KC)

literacy, and training needs. The WSU negotiated a written agreement with Jaques to write the operating instructions as a fee-for-service activity. All production employees participated in the process of writing the work instructions at workshops facilitated by WSU consultants. Before the first workshop, the WSU conducted research on the relevant international manufacturing standards and national quality procedures and finalize the approach to and procedure for drafting the instructions. A program implementation strategy was developed that included the following components: briefing production employees, forming writing groups, and conducting workshops that were based on a team approach and structured to accommodate group dynamics and respond to changes in plant operations occurring during the project. The workshops focused on developing team skills, creating model operating instructions for workers to follow, and facilitating the writing process while drawing on employees' expertise. The project was credited with significantly changing attitudes toward safety and teamwork at the company. (MN)

CBE/T, historical and international contexts, and the Australian approach to CBE/T and its critics. Part B deals with the major issues relating to competency. Chapters 4-9 address the issues raised by CBE/T categorized into six main groupings: reform in a federal system, competency standards, curriculum, learners and learning, assessment, and fair access. Part C takes the reader step-by-step through workable applications of CBE/T. Chapters 10-13 address, respectively, the following key phases in the implementation process: planning the introduction of CBE/T, designing a CBE/T program, developing procedures for managing CBE/T, and facilitating and assessing learning in CBE/T. Following a conclusion, the book contains 400 references and an index. (YLB) produce their own pathway or choice of courses that together make a degree or whatever aggregate it is that they want. General emancipation can drive access as a fully social movement alongside the economic imperative it undoubtedly is. Three quick benchmarks are as follows: (1) learners need access to the best; (2) the worlds of education and training must be brought together; and (3) access cannot be other than awkward and painful. Finally, access depends on funding. (A list of 32 notes is appended.) (YLB)

ED 410 440 CE 074 619

Bown, Lalage
Learning, Liberty and Social Purpose: A Reminder of Our Radical Liberal Inheritance in Adult Education and Some Thoughts on Its Future. Mansbridge Memorial Lecture (15th, Leeds, England, November 17, 1994).
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Adult Education; Adult Learning; *Community Development; Democracy; Educational History; Foreign Countries; Futures (of Society); Role of Education; *Social Development; Social Problems; Social Values; *Voluntary Agencies
IDENTIFIERS- Great Britain

A conviction that democracy required for its citizens access to knowledge and to habits of critical thought has been recognized as a driving dynamic behind educators such as Albert Mansbridge. Britons must reshape their vision for the turn of the millennium, but they need to draw on their inheritance, on the understanding of their predecessors that democracy's promises will always fail without opportunities for the general public to learn about the issues of their time. The roots of this legacy date back 350 years to John Milton who had a view of a social contract based on human freedom and stood for an unrestricted curriculum. Respect and public support should be given to curricula negotiated by learners themselves. Signs of hope are in voluntary organizations for adult learning. They have three characteristics: they are membership bodies, they have adult learning as a major or primary function, and they are held together by some kind of collective social purpose. They may be concerned with broad policies, devoted to the interests of a defined group, or concentrated on a single issue or cluster of issues. However, voluntary organizations need a new look--a perception of adult education as a movement. Adult educators should question orthodoxies of today, include a community development dimension, increase international communication, and study ways of assessing information supplied by computer or the mass electronic media. (YLB) horse facilities and to enter postsecondary equine education programs. The instructor's manual presents basic information about using the publication, infusing basic skills instruction into the curriculum, and measuring student performance gains; it lists required criteria for competency-based educational programs. Also included are an instructor's guide, test and assignment answers, and an instructional unit for each of the course's 20 topics. The instructor's resource package includes one set of the following components per unit: learning activity package sheet, transparency masters, written test, handouts, and other required media. The student workbook contains objective, information, assignment, and job sheets for each of the following units: equine industry; safety; handling, grooming, and general care; handling young, unbroken horses; physical facilities and stable management; horse health and disease prevention; basic first aid; parasites; foot care; common leg and foot problems; practical horse nutrition, equine genetics; stallions; mares; parturition; care of mare and foal; identification, selection, and marketing horses; judging; transporting horses; and selection/care of track and equipment. (MN)

Gender Differences in Motivational-Cognitive Patterns of Self-Regulated Learning.

PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Cognitive Processes; *Cognitive Style; Goal Orientation; Grade 7; Junior High Schools; *Learning Motivation; *Learning Processes; Learning Strategies; Motivation; Self Esteem; Self Motivation; *Sex Differences; *Thinking Skills
IDENTIFIERS- *Self Regulated Learning

Many of the reasons offered for the difference between boys and girls in certain kinds of cognitive tasks have been attributed to biology. However, other factors need to be considered, and so the role that motivation and learning play in gender differences is addressed in this paper. The focus rests on gender differences, both in the individual factors affecting self-regulatory learning activity, and in the relations among these factors. A dispositional approach to motivation was adopted in order to examine individual differences at a general level. Self-report measures assessing goal orientations, control beliefs, self-esteem, and learning strategy use were administered to 628 seventh-grade students. The findings were consistent with previous research in that boys' and girls' motivational-cognitive profiles were slightly different. Boys were more inclined to performance goals and they reported using more superficial learning strategies (e.g., rote-learning and detail memorizing) than girls. The results also suggest that students' motivational orientations and the underlying mechanisms might differ as a function of gender. These findings have implications for research on self-regulated learning in general and gender differences in particular. (Contains 50 references.) (RJM)

NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Family Relations (58th, Minneapolis, MN, November 14-18, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Standards; Cultural Influences; Foreign Countries; *Marriage; Mate Selection; Social Behavior; *Social Change; Social Influences; Social Structure; *Sociocultural Patterns; Values
IDENTIFIERS- *Kuwait

The term "social change" refers to variations over time in the ecological ordering of populations and communities, in patterns of roles and social interactions, and in the cultures of societies. Some facets of social change in one middle eastern country are presented in this paper. The study looks at the influence of social changes on marriage norms, and was conducted in the context of the socio-cultural change that has accompanied the altered political and economic circumstances of the country. After a brief literature review and history, the details of mate selection, age criteria, and marriage ceremonies are presented. Results of the research indicate that the people of this country have a strong tendency to follow dictates of age, religion, sect, nationality, and caste when marrying someone. However, the numbers of those marrying across these lines has increased in the past 10 years, especially among people of higher socio-economic status with a college education and a high-status job. It is assumed that these kinds of marriages will increase during the 1990s. (RJM)

Washington, DC.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adolescents; *Antisocial Behavior; *Correlation; Delinquency; Friendship; High School Students; High Schools; Outcomes of Education; *Peer Influence; Peer Relationship; *Prosocial Behavior; Student Behavior; Values

High school is an important time in an adolescent's life, during which the influence of peers can be both positive and negative. Using data from a national longitudinal study, high school students' peer groups and the relationship between the values of peer groups with whom students associated in high school and a broad range of educational outcomes measured during and after high school are examined and presented in this report. Emphasis was placed on exploring the values of peer groups, such as the importance of school learning and achievement, the importance of social activities, and the importance of engaging in delinquent activities. The major findings that emerged indicate that those students whose friends cared about learning had better educational outcomes than students whose friends showed little interest in learning. Likewise, students with friends who were interested in having sex, drinking, and using drugs experienced less desirable educational outcomes. The kinds of friends that students made in high school differed according to a student's gender, social class, race-ethnicity, and academic background, but there did not appear to be a relationship between the extent to which students chose friends who valued social activities and their educational outcomes. Other results are reported. (RJM)

are appended.) (CR)

ED 410 537 CS 012 897

Christensen, Carol A.; Elkins, John
Learning Disabilities or Difficulties: The Impact of Teachers' Conceptions on Identification, Assessment, and Instruction of Students with Reading Problems.
PUB DATE- 95
NOTE- 28p.; Paper presented at The Annual Meeting of The Society for Scientific Study of Reading (2nd, San Francisco, CA, April 21-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Cultural Context; Educational Practices; Elementary Secondary Education; Factor Analysis; Foreign Countries; High Risk Students; *Learning Disabilities; *Learning Problems; *Reading Difficulties; Remedial Instruction; *Teacher Attitudes; Teacher Role; Teacher Surveys
IDENTIFIERS- *Australia; Teacher Beliefs Study

Students experience learning in a diversity of cultural contexts. A study examined the way in which the causes and appropriate remediation of learning problems are conceptualized across cultures. Also, it explored Australian teachers' beliefs about a number of issues related to policy and practice in the education of students with learning difficulties. The study contrasts U.S. students who in experiencing mild learning problems are often described as having learning disabilities, with similar students in Australia who are described as having learning difficulties. Although the identified students are similar, there are significant differences between the concepts behind the labels which make examination of policies and practices in each context potentially useful. Data are reported from questionnaires completed by 597 educators from 128 elementary schools and 71 secondary schools: 279 principals, 217 support teachers, 642 elementary teachers, and 159 secondary teachers. An exploratory factor analysis, examining 3 factors (academic performance, behavioral characteristics, and cultural background), was conducted to identify the underlying orientations that were held by participants about the causes of learning difficulties. Results indicated no significant relationships between respondents' perceptions of the cause of learning disabilities and the processes they used to identify students. Further, for classroom teachers, there was a significant relationship between an academic and a behavioral orientation toward the cause of learning difficulties and the use of informal tests. Findings suggest that the impact of teachers' perceptions of their roles seems to be reflected in the relationship between perception of responsibility and the education of students with learning difficulties. (Contains 5 tables of data and 25 references.) (CR)

precepts and assumptions. Considering what is at stake, humanities scholars and teachers should think through the pitfalls of postmodernism and elaborate an epistemology and an ethics that is coherent and compatible with emancipatory aims. (Contains 16 references.) (CR)

ED 410 557   CS 215 801

Narvaez, Darcia; Bentley, Jennifer; Gleason, Tracy; Samuels, Jay
Moral Story Message Comprehension: Similarities and Differences in Third Graders, Fifth Graders, and Adults.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Elementary Education; Grade 3; Grade 5; Higher Education; *Moral Values; Reader Response; *Reading Comprehension; Reading Research; Story Reading; Undergraduate Students
IDENTIFIERS- *Message Perception; Response to Literature; Story Comprehension; *Story Themes

A study examined children's theme comprehension of non-religious moral children's stories. The study used 3 tasks of ascending difficulty: (1) selecting the moral theme when it is found in a multiple-choice context; (2) identifying the story-with-the-same-message when the message is found in a new context; and (3) moral message construction (a summarization-type task). The study's main hypothesis was that there would be a developmental difference in the comprehension of the moral message in moral stories. Subjects were 127 students, 61 third-graders and 38 fifth-graders, plus 28 college-level students from a public university. All groups had an approximately equal number of males and females. Stories from Bennett's "Book of Virtues" (1992) and similar texts, as well as many picture books, were used. Subjects were tested in groups of 25-55 in 2 45-minute sessions 2 weeks apart. Results indicated that the main hypothesis of the study was supported. A second test for reading comprehension indicated that moral comprehension may involve more than general reading comprehension skills. Findings suggest that there was a developmental effect for all 3 tasks. (Contains 2 tables of data and 30 references.) (CR) incorporating these positions into the text. (Contains nine references.) (NKA)

ED 410 577   CS 215 941

Thomas, R. Murray
A Glossary of Postmodern Educational Terms.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Definitions; *Educational Philosophy; Educational Trends; Elementary Secondary Education; Higher Education; *Language Role; *Language Styles; Readability; Scholarship; *Vocabulary
IDENTIFIERS- *Educational Writing; *Postmodernism; Writing Style

Recent decades have brought to the fore a coalition of writers on education who identify themselves as postmodernists, a designation that encompasses such vaguely allied groups as critical educators, radical educators, feminists, postcolonialists, anti-imperialists, poststructuralists, postpositivists, and neo-Marxists. A common characteristic displayed by many postmodernists is their writing style--much postmodernist writing about education does not make easy reading. Since postmodernism's critical educators portray themselves as iconoclasts and vigilantes intent on exposing and correcting injustices that are ignored and perpetuated by the people in charge of traditional educational institutions, many of them have deemed it necessary to create new language for expressing their views. That language mainly consists of assigning new meanings to existing words. A glossary of 40-plus common "postmodern" words is offered, with an equal sign connecting each postmodern term to what is considered a synonym or definition using language that should be familiar to teachers. The significant ideas that most postmodern writers on education seek to convey can be communicated more effectively and to a larger audience if they are cast in simpler, less esoteric language. This comunication is supported by a variety of books (which are listed) that use commonly understood language for critically analyzing the traditional exercise of educational power. Contains 23 references. (NKA) policy on UIAs; and an explanation of UIA expectations.) (RS)

ED 410 597 CS 509 496

Leonard, Jessica Grassmann
Learning Communities: Linking the Basic Course to the Greater University Community.
PUB DATE- 96
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; Higher Education; *Introductory Courses; Peer Groups; *School Holding Power; Social Networks; Speech Communication; *Student Development; *Student Motivation; Student Participation; Student Reaction; *Student School Relationship; Teacher Role
IDENTIFIERS- *Learning Communities

Learning communities, freshman interest groups, or cluster classes are a relatively new trend on college and university campuses. In addition to improving freshman retention and performance, these courses create a bridge between the basic course and other courses. Learning communities are curricular structures that promote academic success by emphasizing student-student and student-faculty interaction and interdisciplinary linkage of courses. Themes around which the courses are structured are broad concepts usually selected by the participating faculty of the linked courses. Some learning communities have implemented peer advisors and incorporated some kind of social activity combined with learning. Some have a seminar for the students involved in the community. Promoting a basic course as an important component in the learning communities especially when team teaching is utilized is also a way of breaking the isolation experienced by many faculty members. Learning communities have the potential to decrease communication apprehension. They also make the transition to college less scary for many students by giving them peer advisors. Learning communities have been very effective nationwide in improving retention. (Contains 17 references.) (CR)

instrument containing 19 verbal approach/avoidance categories and administered to another 448 students in communication studies courses at the same university. Much of what was yielded were verbal strategies rather than a verbally immediate linguistic code people employ to approach or avoid relationship formation. An explanation is presented as to why these verbal approach and avoidance strategies do not constitute verbal immediacy but instead consititute a measure of relational approach and avoidance. Frequency of approach and avoidance use, correlational analysis, and recommendations for the measures are offered. (Contains 22 references, 3 tables, and 2 figures of data.) (Author/RS) respondents. Both men and women heads attributed the lack of female heads in NAIS schools to women choosing family over career and to social biases against women leaders. Women reported that women self-select out of the process because they make personal sacrifices, give up relationships, and fear the consequences for choosing nontraditional gender roles. Women heads offer the following advice to other women: Make a conscious decision to go for it; find your own leadership style; try not to take anything personally; trust your inner voice; build your own support network; insist on having household support; build a strong relationship with your board; find a good mentor; develop a strong inner life; and find a balance between work and personal life. Nineteen charts, a copy of the questionnaire, and an annotated bibliography of 59 entries. (Contains 31 references.) (LMI)

change strategies. Three tables, seven figures, and eight endnotes are included. (Contains 55 references.) (LMI)

ED 410 656   EA 028 549

Foster, Rosemary
Leadership in a Selected Exemplary Secondary School Community.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Environment; Educational Improvement; Effective Schools Research; Excellence in Education; Foreign Countries; *Leadership; *Organizational Climate; School Culture; *School Effectiveness; *School Organization; Secondary Education
IDENTIFIERS- *Canada

Public concern about the quality of leadership in society and the quality of education have fueled the demand for educational reform, particularly in secondary schools. This paper presents preliminary findings of doctoral research that investigated how leadership is experienced and understood by students, parents, teachers, and administrators in one secondary school community. The site was a small rural school that had been selected for study in the Canadian Education Association's exemplary schools program. Data were gathered through observation, interviews with 19 participants, and document analysis. The findings emphasize a conceptualization of the leadership phenomenon that transcends individuals, roles, and behaviors. Anyone in the educational community can engage in leadership actions. Leadership in the case study was presented as the enabling activities that occur within the context of trusting relationships between and among students and staff members who are focused on individual learning, achievement, and success. (Contains 34 references.) (LMI)

10th-grade students. The interviewers asked parents about what they do at home with their children that might promote academic achievement and about how they perceived their relationships with schools. Findings suggest that Latino families epitomize the family values and parent involvement that usually contribute to very high academic achievement. However, only two students had received "premios" (rewards) for their school work and most were described as "doing well." This suggests that schools are failing to take advantage of the sociocultural capital inherent in the close relationships between Latino children and parents. Parents perceived that their children were not challenged by American high schools. (Contains 18 references.) (LMI)

ED 410 677   EA 028 577

Forster, Eloise M.
State Intervention in Local School Districts: Educational Solution or Political Process?
PUB DATE- 96
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Educational Environment; *Educational Improvement; Elementary Secondary Education; Performance; *Politics of Education; Public Schools; *School Culture; State Regulation; *State School District Relationship
IDENTIFIERS- *New Jersey; *State Takeovers

The Jersey City (New Jersey) Public Schools became the first school district in the United States to be taken over and fully operated by a state agency on October 4, 1989. This paper presents findings of a study that examined the first 2 years during which the takeover was implemented, with a focus on the internal and external forces that affected implementation. Findings indicate that state intervention in local school districts has not developed spontaneously and in isolation at state levels. Second, state takeover is perceived as the ultimate reform initiative; however, the internal barriers to successful reform continue to exist after intervention. Third, states tend to take a one-dimensional bureaucratic approach to educational accountability and school improvement, which will not bring about the systemic changes needed to reverse failing school districts. Fourth, the new leadership must understand the structural, political, cultural, and human dimensions of the organization. Finally, a predominantly interpersonal/managerial/collaborative leadership style is best suited to address the issues of an intervention and an organization like the Jersey City Public Schools. The paper concludes with seven policy recommendations, eight planning-and-management recommendations, and eight leadership recommendations. (LMI) as well as a rapid increase that has taken place during the past several years due to a greater number of children and young adults reported as having disabilities. Age-specific disability trends and the proportion of the United States population with work disabilities are discussed. The proportion of the population that needs personal assistance is also assessed and indicates that among the working-age population (ages 18-64) the personal assistance rate rose from around 2 percent during the 1980s to 2.7 percent in 1993. Among youth ages 5-17, the rate rose from 0.3 percent in 1990 to 0.5 percent in 1994. Graphs illustrate activity limitation by age and gender, the population with work disability, and the population that needs personal assistance. (CR)

ED 410 697   EC 305 747

Jitendra, Asha K.; Hoff, Kathryn; Beck, Michelle M.
The Role of Schema-Based Instruction on Solving Multistep Word Problems.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Generalization; *Instructional Effectiveness; Intermediate Grades; *Learning Disabilities; Learning Strategies; Maintenance; Mathematics Instruction; Problem Solving; Remedial Instruction; *Remedial Mathematics; *Schemata (Cognition); Teaching Methods; Thinking Skills; *Word Problems (Mathematics)

This study investigated the effectiveness of a schema strategy on the addition and subtraction word problem solving performance of four sixth and seventh grade students with learning disabilities. Students were taught to map features of the word problem onto problem schemata diagrams, first for one-step problems and then for two-step problems. A multiple-baseline design across students and across two behaviors was used. Results indicated that the schema strategy led to increases in the percentage correct of operations and computation solutions to word problems. Further, these results were maintained at 2- and 4-week follow-up, and all four students' performance on two-step word problems (mean of 86 percent correct) at the end of the study surpassed that of the normative sample (mean of 54 percent correct). Generalization of strategy effects was found for three of the four students. Student treatment acceptability ratings revealed that the strategy was perceived as helpful in solving word problems. (Author/DB) also listed, along with a list of relevant organizations. (Contains 18 references.) (CR)

ED 410 716 EC 305 770

Kochanek, Thomas T.; Costa, Crist H.
A Multi-Site, Cost Analysis Study of Early Intervention Services.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Delivery Systems; *Disabilities; *Early Intervention; *Expenditure per Student; *Family Involvement; Family Programs; Infants; *Program Costs; Program Evaluation; Program Implementation; Toddlers

A study of 44 infants and toddlers with disabilities enrolled in 3 diverse early intervention programs in 3 states examined the cost of early intervention services and the core ingredients of hourly service cost. During the 12-month study, all service events were recorded for 1 week per month. Overall, findings revealed an extremely wide range in annual cost of early intervention services, from $2,860 to $11,700. Factors that comprised the cost of services were volume of service received, cancellation rate, staff salaries, program support costs, and percent of time expended on indirect services. Specific findings include: (1) the actual cost per hour of all disciplines combined was $38.00, of which 55 percent was salary and fringe benefit costs; (2) the mean amount of scheduled service was 3.14 hours per week, however, the amount of weekly service actually provided was 2.30 hours; (3) the overall utilization rate of scheduled encounters was 79 percent among all study families, however, significant variability among communities was evident; (4) the overall weekly cost ranged from appropriately $55 to $225 per child; and (5) service cancellations appear to increase actual cost of service provided. An appendix includes a service utilization protocol. (Contains 22 references.) (CR)

needs; (2) involving the greater community, including people from the Chamber of Commerce, phone company, university computer department, United Way, public radio or television station, local newspaper, public library, and an attorney and accountant; (3) involving teachers in planning the system to develop grassroots support; (4) promoting a positive online culture; (5) delivering appropriate instruction, including idea generating, idea linking, and idea structuring types of learning; (6) allowing enough time to develop electronic communities and an online culture; (7) addressing technical and support issues, such as being user friendly, being compatible with the exiting state university system, and accessible to all school systems; and (8) obtaining financial and administrative support. (Contains 27 references.) (CR)

of Hawaiian literacy in an immersion setting, including perceptions of (1) Hawaiian as a medium of instruction and language of survival in school, (2) ceremonial, aesthetic, and cultural dimensions of the language, (3) students as creators of Hawaiian stories and text, (4) students as readers of Hawaiian text, (5) students as translators, (6) bilingual empowerment through Hawaiian and English literacy, and (7) advantages to being bilingual. Contains 17 references. (MSE)

ED 410 753   FL 024 695

Clegg, John, Ed.
Mainstreaming ESL: Case Studies in Integrating ESL Students into the Mainstream Curriculum.
PUB DATE- 96
NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Elementary Secondary Education; *English (Second Language); Environmental Education; Equal Education; Foreign Countries; Geography; *Heterogeneous Grouping; History Instruction; *Limited English Speaking; Literacy Education; Program Descriptions; Science Instruction; *Student Placement; Team Teaching
IDENTIFIERS- *Content Area Teaching

This book presents nine case studies from Australia, Canada, the United States, and the United Kingdom in which English-as-a-Second-Language (ESL) students have been successfully integrated into regular classrooms. An introductory section looks at the different contexts for the studies, objectives of language-minority education, the rationale behind mainstreaming, factors facilitating language learning, the mainstream class as a language learning environment, forms of support for language development in the mainstream classroom, and the role of ESL instruction in providing educational equity. Four of the case studies concern elementary education: "Supporting Small ESL Groups in a Mainstream Primary School" (Cressida Jupp); "A Whole-Language Approach to Mainstreaming" (L. Westbrook, Sharon Bergquist-Moody); "A Mainstream Primary Classroom with a Majority of ESL Students: Planning for English Language Learning" (Elina Raso); and "A Whole-School Approach to Mainstreaming: The Rose Avenue ESL/D Project" (Julie Reid, Nancy Kitegawa). Five concern secondary education: "A Sheltered History Course for ESL Students" (Ross McKean); "Environmental Studies for ESL Students: School Skills, Literacy and Language" (Anne Filson); "Content-Based Language Teaching: Geography for ESL Students" (Ruth Evans); "Integrating a Small Group of ESL Students into Mainstream Science: Partnership Teaching" (Manny Vazquez); and "Mainstream Science with a Majority of ESL Learners: Integrating Language and Content" (Hugh Hooper). (MSE) include: (1) encouragement of student-faculty contact; (2) encouragement of cooperation among students; (3) encouragement of active learning; (4) provision of prompt feedback; (5) emphasis on time on task; (6) communication of high expectations; and (7) respect for diverse talents and ways of learning. The paper also reviews the organizational culture principles articulated by the Education Commission of the States (1995), which expresses that quality education begins with an organizational culture that values high expectations, cultivates respect for diverse talents and learning styles, and emphasizes the early years of study. (Contains 15 references.) (MDM)

ED 410 774   HE 030 309

Johnson, Margaret M.; Molnar, David
Comparing Retention Factors for Anglo, Black, and Hispanic Students.
PUB DATE- 96
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Institutional Research (Albuquerque, NM, May 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Black Students; *College Students; Foreign Students; *Grade Point Average; Higher Education; Hispanic Americans; *Racial Differences; *School Holding Power; Student Attitudes; Student Development; White Students
IDENTIFIERS- *Barry University FL; Hispanic American Students

This study examined differences and similarities in first-year college retention among Anglo, Black, and Hispanic students. Data were gathered on nearly 3,000 new undergraduate students who entered Barry University in Miami Shores, Florida, between 1991 and 1995, including full-time, part-time, and transfer students. Data included demographic information, standardized test scores, academic performance at previous institutions, and academic performance at Barry University. The students also completed two surveys during their first year on their subjective experiences at the university. The study found that first-year grade point average (GPA) had a far greater impact on the odds of retention than any other factor, contributing 81 percent to a predictive model of retention. Taken together, variables interacting with ethnicity or citizenship contributed less than seven percent to the retention model. It was also found that Black students had 50 percent greater odds of persistence assuming all other factors being equal. Only Black and Hispanic students' GPAs were affected by satisfaction with opportunities for academic help outside of class, while concerns about financial difficulties affected persistence only for resident aliens, regardless of ethnicity. (Contains 45 references.) (MDM)

Problems; Negotiation Agreements; School Personnel; School Policy; Union Members; Universities

This newsletter summarizes unionization trends among college faculty and analyzes the six collective bargaining elections which took place during 1995. Academic unions represented 246,207 professors in 1995, a growth of 1.65 percent over 1994, and there were 504 bargaining agents on 1,115 campuses throughout the United States. This increase can be attributed to three factors: (1) unions won the four collective bargaining elections to determine new bargaining agents in 1995; (2) existing bargaining units grew in size; and (3) the Minnesota Technical Colleges with 34 campuses are included in the figures for the first time this year. Public colleges and universities employed 235,322 unionized faculty members with 434 bargaining agents on 1,022 public sector campuses. There were 10,885 unionized faculty members in private colleges and universities with 70 bargaining agents on 93 campuses. The American Association of University Professors (AAUP) represented 61,855 faculty in 61 bargaining units. The American Federation of Teachers represented 107,665 faculty in 168 bargaining units. The National Education Association represented 90,130 faculty in 228 bargaining units. Independent unions represented 19,218 faculty in 42 bargaining units. Demographic information concerning faculty unionization is included. (JLS) the report recommends that the department develop system architecture that addresses system integration, common identifiers, and deficiencies in data standards. Appended to the report is a statement of objectives, scope, and methodology for the review, and the Department of Education's comments on the findings. (CH)

ED 410 812 HE 030 386

Ewell, Peter; Wellman, Jane
Refashioning Accountability: Toward a "Coordinated" System of Quality Assurance for Higher Education. Policy Papers on Higher Education.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Accreditation (Institutions); Audits (Verification); College Outcomes Assessment; Colleges; Competency Based Education; Educational Assessment; Educational Quality; Evaluation Criteria; Evaluation Utilization; Federal Aid; Federal Programs; Federal Regulation; Government School Relationship; Higher Education; Organizational Objectives; *Performance; Performance Based Assessment; Productivity; *Public Support; *Quality Control; Standards; State Regulation; Universities
IDENTIFIERS- Higher Education Act Title IV

As public funds decline and the political climate changes, accountability and quality assurance are important issues for U.S. colleges and universities, and institutional leaders are concerned about a shift away from the established institution-centered structures, toward government-mandated, standards-driven systems. This paper explores the "architecture" of accountability in U.S. higher education; it defines issues affecting quality assurance; and, finally, it proposes a coordinated system of quality assurance that rests on the assumption that the various parties involved have different needs, resources, and motivations. The paper begins by setting ground rules and discussing global social and economic trends; it notes design problems in the current accountability system; and identifies public policy problems, such as diploma mills, the lack of standards for distance education programs, student loan defaults, fraud in Title IV programs, and rising tuition costs. The second part of the report proposes the solution to these problems: a "coordinated" system of quality assurance that rests on three strategies: (1) direct regulation, (2) incentive systems, and (3) information-driven markets. It describes the roles in such a system of the federal government, the states, institutional accreditors and governing boards, disciplinary and professional organizations, third-party information providers, and the market. (CH)

Research/Technical (143)

DESCRIPTORS- Administrative Organization; *Career Development; *College Administration; *College Faculty; Compensation (Remuneration); *Employment Patterns; Equal Opportunities (Jobs); *Faculty Development; Foreign Countries; Geography; Higher Education; *Human Resources; Quality of Working Life; Research; Social Science Research; Students; Time Management; Work Environment

IDENTIFIERS- *United Kingdom

This collection contains 14 papers that focus on the work and workers in higher education (HE) from a British perspective for the purpose of encouraging further research, study and debate in the exploration of the dynamics within HE. The book is divided into three parts. Part 1 addresses the workers, part 2 the work, and part 3 the work context. The papers are: (1) "Working in Higher Education" (Rob Cuthbert); (2) "Academic Staff: Information and Data" (Brian Ramsden); (3) "Managing the Employment Relationship in Higher Education: Quo Vadis?" (Ewart Keep and others); (4)"Does It Pay to Work in Universities?" (Helen Murlis and Frank Hartle); (5) "Which of Us Has a Brilliant Career?: Notes from a Higher Education Survivor" (Gaby Weiner); (6) "New Liberty, New Discipline: Academic Work in the New Higher Education" (Richard Winter); (7) "Professors and Professionals: On Changing Boundaries" (Sheila Corrall and Ray Lester); (8) "Managing How Academics Manage" (R. J. Johnston); (9) "Work's Committees" (Ian McNay); (10) "Geographical Transitions" (Michael Bradford); (11) "Just Like the Novels?: Researching the Occupational Culture(s) of Higher Education" (Sara Delamont); (12) "Which Academic Profession Are You in?" (Oliver Fulton); (13) "Autonomy, Bureaucracy and Competition: the ABC of Control in Higher Education" (Marie Thorne and Rob Cuthbert); and (14) "All Work and No Play" (Rob Cuthbert). (Contains approximately 375 references.) (DM)

ED 410 832 HE 030 406

Bargh, Catherine; Scott, Peter; Smith, David
Governing Universities. Changing the Culture?
PUB DATE- 96
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Change; Board Administrator Relationship; Change Agents; Colleges; Comparative Education; Educational Policy; Foreign Countries; *Governance; *Governing Boards; Higher Education; *Marketing; National Surveys; *Policy Formation; Politics of Education; Questionnaires; Strategic Planning; Trustees; *Universities
IDENTIFIERS- *Great Britain

This book reports on a British research project involving a questionnaire survey of 494 university governors and a multi-site case study analysis to examine how different types of higher education institutions (especially "old" and "new" universities and colleges) converge and/or diverge in their governance styles. Chapter 1 introduces the study and its historical and policy context. Chapter 2 considers the concepts, often contested, of governance and management in modern higher education systems. Chapters 3 and 4 focus on governors themselves their backgrounds and perceptions of higher education and how they are appointed. Chapters 5, 6, and 7 look at governors in the organizational setting: the place of governing bodies in organizational structures, their role in institutional decision-making, and key relationships with vice chancellors and others. Chapter 8 offers comparative perspectives by discussing recent changes in governance cultures in the rest of the public sector, the private sector, and in the government of universities in Europe and the United States. Finally, chapter 9 summarizes the main conclusions and offers an agenda for future action. This agenda urges that governing bodies be more representative and principles and practices of open government be applied. Appended are a description of the research methodology and specific results. (Contains 85 references.) (DM)

ED 410 833 HE 030 407

Heffernan, Elizabeth B.; Bazluke, Francine T.
Minority-Targeted Admissions and Financial Aid Programs. NACUA Publication Series.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; *College Admission; *Compliance (Legal); Court Litigation; Diversity (Student); Foreign Countries; Government School Relationship; Higher Education; Legal Problems; *Minority Groups; *Quotas; Racial Discrimination; Racial Factors; Student Financial Aid

This pamphlet discusses the legal considerations affecting the use of voluntary, race-conscious measures in college and university admissions and financial aid programs. It is designed to assist colleges and universities in assessing the

ED 410 850 HE 030 424

White, Lawrence
Complying with "Drug-Free Workplace" Laws on College and University Campuses.
PUB DATE- 89
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Administration; *Compliance (Legal); Contracts; *Drug Education; *Drug Legislation; *Drug Use; Federal Aid; Federal Legislation; Higher Education; Legal Responsibility; Personnel Policy; Quality of Working Life; *Work Environment
IDENTIFIERS- *Drug Free Workplace Act 1988

Beginning with the original executive order in 1986, drug-free workplace legislation has expanded its boundaries to include workers in private companies and state and local agencies and virtually all U.S. colleges and universities. This monograph reviews the Drug-Free Workplace Act of 1988 and its various implementing regulations from the standpoint not only of what the Act contains but also for what it omits. Noting that colleges and universities must comply if they accept funding under any federal grant or cooperative agreement, regardless of dollar amount, or federal contract of $25,000 or more, it spells out recipients' obligations to: (1) publish and circulate an anti-drug statement; (2) establish a drug-free awareness program; and (3) take certain steps to deal with employees convicted of drug-related, work-related crimes. The publication also notes that federal funding agencies can impose sanctions on contractors or grantees who file false certifications, fail to carry out measures defined by the terms of their contracts, or tolerate an unacceptably high employee conviction rate. Also briefly covered are the Department of Defense rules on the "drug-free work force." Appended is the text of Subtitle D of the Drug Free Workplace Act of 1988. (Contains 19 reference footnotes.) (CH)

ED 410 851 HE 030 425

Words in Action. 1996 Annual Report. Southern Education Foundation, Inc.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Access to Education; Area Studies; Black Colleges; Black Leadership; College Desegregation; Dropout Research; Educational Innovation; Educational Opportunities; *Educational Research; Effective Schools Research; Field Studies; Foreign Countries; Higher Education; Human Relations Programs; *International Educational Exchange; Library Development; Mathematics Education; Mathematics Skills; *Minority Group Teachers; Partnerships in Education; *Philanthropic Foundations; Public Policy; *Regional Programs; Research Projects; School Holding Power; Teacher Qualifications; *Teacher Recruitment

ED 410 868 HE 030 464

Volkwein, J. Fredericks
Indispensable Resources for Institutional Researchers: An Analysis of AIR Publication Topics Since 1974. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Content Analysis; Faculty Publishing; Higher Education; Information Dissemination; *Institutional Research; Literature Reviews; Periodicals; *Publications; Research Methodology; Trend Analysis; Writing for Publication
IDENTIFIERS- *AIR Forum; *Association for Institutional Research

This study identified and classified the Association for Institutional Research (AIR) publication topics and authors since 1973 in order to provide a reference resource for institutional researchers. The study reviewed the following AIR publication collections: "Research in Higher Education"; "New Directions for Institutional Research"; "Resources in Institutional Research"; "AIR Professional File"; and the "Higher Education Handbook of Theory and Research." A matrix of topics was developed relying on the seven AIR Forum Tracks: (1) "Enrollment Management and Student Affairs"; (2) "Institutional Effectiveness, Student Learning, and Outcomes Assessment"; (3) "Academic Program and Faculty Issues"; (4) "Resource Management and Quality Improvement"; (5) "Policy Analysis, Planning, and Governance"; (6) "Theory, Practice, and Ethics of Institutional Research"; and (7) "Technology and Tools for Institutional Research." A table shows the distribution of AIR publications by track. An appendix contains descriptions of the AIR publications. (JLS)

ED 410 869 HE 030 465

Cameron, Kim S.; Smart, John C.
Maintaining Effectiveness Amid Downsizing and Decline in Institutions of Higher Education. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 41p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; Administrator Role; College Administration; Colleges; Decision Making; Department Heads; Educational Administration; Educational Change; Efficiency; Financial Problems; *Higher Education; *Organizational Effectiveness; *Resource Allocation; *Retrenchment; Trustees; Universities
IDENTIFIERS- *AIR Forum; *Downsizing

This study examined the association between financial difficulties of institutions of higher education and their

ED 410 887 HE 030 484

Tsui, Ping-Sheng; Murdock, Tullisse; Mayer, Laurie
Trend Analysis and Enrollment Management. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Admission; *College Freshmen; *Enrollment; *Enrollment Management; Enrollment Projections; Enrollment Rate; Enrollment Trends; Higher Education; Predictor Variables; School Holding Power; School Statistics; Trend Analysis
IDENTIFIERS- *AIR Forum; Linear Models; Projection Research; Survival Ratio Models

This study examined whether the use of trend analysis combined with analysis of persistence variables can be used to establish a model to forecast the first-year persistence of college freshmen. A linear model was created using data on 2,603 first-time freshmen at a moderate-sized comprehensive university from fall 1989 through fall 1993. The forecast equation was tested on the first-year persistence rate for freshmen newly enrolled in fall 1994. The resulting discrepancy was between the expected and actual persistence rate of 0.56%. The study identified the following variables as having statistically significant correlations with freshman first-year persistence: high school grade point average, high school rank, university grade point average, Scholastic Assessment Test (Math) score, loans, institutional scholarships, outside scholarships, and work-study. Five tables and a figure detail the study's findings. (Contains 12 references.) (Author/LEE)

ED 410 888 HE 030 485

Johnson, Al
Assessment, Outcomes Measurement and Attrition. (Reflections, Definitions and Delineations). AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; College Attendance; *College Outcomes Assessment; Dropout Research; Enrollment; *Enrollment Management; Evaluation; Evaluation Methods; Higher Education; Institutional Research; Longitudinal Studies; Outcome Based Education; Outcomes of Education; *Research Design; School Holding Power; *Student Attrition; Student Evaluation
IDENTIFIERS- *AIR Forum; Recursive Models

This paper addresses issues in assessment of college students, outcome studies, and attrition research in the context of trends toward requiring greater accountability from institutions of higher education. First the paper considers how assessment, student outcomes studies, and attrition research

ED 410 905 HE 030 503

Annual Student Assessment Report.
PUB DATE- 97
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Standards; Basic Skills; *College Outcomes Assessment; College Students; Community Colleges; Compensatory Education; Competency Based Education; *Educational Assessment; Educational Testing; Evaluation Criteria; Graduate Students; Higher Education; Informal Assessment; Minimum Competency Testing; Participant Satisfaction; Questionnaires; Remedial Programs; School Effectiveness; Student Attitudes; *Student Evaluation; Student School Relationship
IDENTIFIERS- *Oklahoma

This document presents required summaries of detailed student assessment reports submitted by the following Oklahoma institutions: University of Oklahoma, Oklahoma State University, University of Central Oklahoma, East Central University, Northeastern State University, Northwestern Oklahoma State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Cameron University, Langston University, University of Science and Arts of Oklahoma, Oklahoma Panhandle State University, Conners State College, Eastern Oklahoma State College, Murray State College, Northeastern Oklahoma A&M College, Northern Oklahoma College, Tulsa Community College, Oklahoma State University Technical Branch Oklahoma City, Oklahoma State University Technical Branch Okmulgee, Western Oklahoma State College, Redlands Community College, Carl Albert State College, Seminole State College, Rose State College, Oklahoma City Community College, and Rogers University. Data are presented on the four required assessments: (1) at entry-level, to determine academic preparation and course placement; (2) at midlevel, to determine general educational competencies in reading, writing, mathematics, and critical thinking; (3) at exit level, to evaluate outcomes in the student's major; and (4) a general assessment of student satisfaction. Data on the optional assessment of graduate students is provided for four universities. Also included are the results of a student remediation survey conducted for 1995-96 activity. Appendixes include a state regents assessment policy statement and a copy of the remediation survey instrument. (CH)

ED 410 906 HE 030 504

Comparison of Graduation Rates for Scholarship Athletes and All Students, by Sport, Race, and Gender.
PUB DATE- 96
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Baseball; Basketball; Black Students; *College Athletics; *College Graduates; Comparative Analysis; Football; Golf; Gymnastics; Higher Education; Private Colleges; Public Colleges; Racial Differences; *Scholarships; Sex Differences; Softball; State Universities; *Student Financial Aid; Tennis;

ED 410 924 IR 018 486

Holland, David G.
IS Staff Migration to New Technology.
PUB DATE- 97
NOTE- 7p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Networks; Computers; *Information Systems; Inservice Education; *Modernization; On the Job Training; *Staff Development; Staff Orientation; *Staff Utilization; *Technological Advancement; Two Year Colleges
IDENTIFIERS- *Technology Implementation; Technology Integration

This paper provides guidance through the process of upgrading the skills of information systems staff to fit the implementation of new technology. Specific examples are provided for the technology implementation at Mott Community College (Michigan). As with many major transitions, the key to success is planning. It is important to completely and thoroughly analyze existing technology, the new technology being implemented, and the strengths and weaknesses of each individual on the Information Systems staff. To determine the makeup of the Information Staff of the future: evaluate the new technology and the organization's needs; determine the organization chart for the new technology; determine the generic skills needed for each position; develop a job description for each "new" position; and identify the specific technical skills needed for each position. After developing a general timeline, Mott Community College formed a migration team to help with the transition and to: help implement the new system; help determine the best set of procedures and policies; work with the existing staff to help them contribute to decisions; and train existing staff. The migration team was critically important to the success of Mott Community College's transition. The paper also provides guidance for selling the staff on the new technology; building the training plan (including an example training plan); and working with the transition. (SWC)

ED 410 925 IR 018 487

Hoyt, Brian R.; Stockman, Mark; Thalmann, Jerry
Design and Implement Custom Electronic Performance Support Systems (EPSS) for Training in Project Based Classes.
PUB DATE- 97
NOTE- 9p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Business Education; *Computer Uses in Education; *Experiential Learning; Higher Education; Internet; Learning Experience; *On the Job Training; Professional Education; Student Projects; Teaching Methods
IDENTIFIERS- *Performance Support Systems

ED 410 943 IR 018 525

Richards, F. Christine
The Impact of the Internet on Teaching and Learning in Education as Perceived by Teachers, Library Media Specialists, and Students.
PUB DATE- 96
NOTE- 112p.; Master's Thesis, Salem-Teikyo University. Appendices may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; *Educational Cooperation; Electronic Mail; Elementary Secondary Education; Information Retrieval; *Internet; Learning Resources Centers; *Media Specialists; School Surveys; *Student Attitudes; Students; *Teacher Attitudes; Teachers
IDENTIFIERS- Technology Integration; *West Virginia

This paper describes a survey to determine the impact on teaching and learning in education by teachers, library media specialists, and students participating in Bell Atlantic's "World School" Internet program in West Virginia schools. Teachers, library media specialists, and students with K-12 Access e-mail accounts participated in this survey. The survey was issued randomly and the results were accumulated. Graphs were constructed to show the opinions of the participating groups for each question. The Internet did have an impact on teaching and learning in education. Study respondents preferred to use the Internet for information retrieval above all other activities. Respondents also felt that the Internet was a great motivational tool for students. The use of the Internet is causing a revolution in education, changing the way students learn and modifying the delivery technique. Integrating the Internet within education removes the constraints of the classroom from West Virginia teachers, library media specialists, and students, and provides a new global world of educational resources. The positive impact of the Internet can only be achieved if teachers are adequately trained, the school has a precise direction, and the Internet activities are well-integrated into the curriculum. Appendices include the teacher and student surveys. (Contains 101 references.) (Author/SWC)

ED 410 944 IR 018 526

Allison, Barbara
How Homeschoolers Use the Internet: A Study Based on a Survey of On-line Services.
PUB DATE- 97
NOTE- 77p.; Master's Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Computer Uses in Education; Elementary Secondary Education; *Home Schooling; *Information Services; Information Technology; Nontraditional Education; *Online Systems; *Reference Services; Religion; Teaching Methods
IDENTIFIERS- *Computer Use; Computer Users

First defining and tracing the historical background of home schooling in the United States, this paper then researches how home schooling families are using computers and online technologies. Two separate surveys were conducted. The first was a voice-to-voice survey to determine a computer usage baseline from a population of 103 home schooling families. The

ED 410 963 IR 056 451

Swaine, Cynthia Wright
Instruction on the Web: Getting All Librarians Involved.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Access to Information; Higher Education; Information Dissemination; Internet; Librarians; Library Collection Development; *Library Materials; Online Searching; *Reference Materials; Reference Services; *Research Tools; Search Intermediaries; *World Wide Web
IDENTIFIERS- Old Dominion University VA

The Collection Development Council at Old Dominion University (Virginia) decided to involve all subject specialist librarians in creating guides to web resources in the disciplines for which they serve as bibliographers. The project was intended to help librarians become familiar with Internet resources in their fields of expertise and give them experience with World Wide Web searching. A worksheet for bibliographers and a sample guide were provided. Librarians were asked to complete a worksheet for one of their assigned areas of collection development in the next year. A separate Web Team would enter the guides, using HTML and mounting them on the library web site. The worksheet consisted of space for entering a title, URL and comments of resources in 15 different categories: Internet resource guides, monograph-type materials, periodical materials, electronic mailing lists, USENET groups, directories, software archives, graphics archives, sound archives, commercial information services, online business sites, online organization sites, data files, career resources, and other miscellaneous sites. One year after the project's inception, 28 of the 48 guides were completed. Those librarians who completed a guide gained experience and competence in searching the web, and the faculty and students have benefited. A sample guide on women's studies is included. (Author/SWC)

ED 410 964 IR 056 452

Fitzgerald, Allyn, Ed.; Jones, DeEtta, Ed.
ARL Partnerships Program: Breaking Down Walls and Building Bridges. SPEC Kit 225.
PUB DATE- 97
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Differences; *Diversity (Faculty); *Diversity (Institutional); Higher Education; Library Administration; Library Personnel; *Library Planning; *Research Libraries
IDENTIFIERS- Association of Research Libraries; Michigan Library Association; Pennsylvania State University; University of Michigan; University of Missouri Columbia

The ARL Partnerships Program was created to enhance diversity in research libraries and allied associations. The goal was to actively engage more libraries and library-related organizations in advancing diversity initiatives. This compilation of diversity programs and activities highlights the efforts of libraries and library associations participating in

ED 410 984 JC 940 441

Woolley, Rosemary; Odo, Tina; Keener, Barbara
A Leadership Imperative: Complying with the Student Right To Know and the Campus Security Act.
PUB DATE- 94
NOTE- 40p.; Materials used in a presentation to "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (6th, San Diego, CA, July 17-20, 1994). Some pages contain light type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athletes; *College Planning; Community Colleges; *Compliance (Legal); Crime; Crime Prevention; Disclosure; *Educational Legislation; *Legal Responsibility; Outcomes of Education; Program Development; Program Implementation; *School Security; Two Year Colleges
IDENTIFIERS- *Student Right to Know and Campus Security Act

Focusing on the Student Right to Know and Campus Security Act of 1990, this document presents the text of the Act and an implementation plan developed by Missouri's St. Louis Community College (SLCC). The first section provides a general overview of legal issues and student affairs in community colleges, while the second presents the text of the Act as amended by the Higher Education Technical Amendments of 1991, including Title I provisions related to students' right to know outcomes of educational institutions; Title II provisions, dealing with crime awareness and campus security; Title III provisions, regarding the calculation of default rates; and Title IV provisions related to regulations to enforce the Act. The third section presents SLCC's plan for implementing the Act and includes the following sections: (1) a preface describing general requirements imposed by the Act; (2) specific requirements and implementation procedures for sections 103 (i.e., disseminating information on institutional outcomes) and 104 (i.e., disclosing student-athlete outcomes) of Title I; (3) specific requirements and implementation procedures for section 204 of Title II, related to the collection and dissemination of crime information; and (4) a glossary. A description of SLCC's Sexual Assault Awareness Program and procedures for reporting crimes are appended. (HAA)

ED 410 985 JC 960 196

Spartanburg Technical College 1987-1988 Graduates: 3-Year Follow-Up Study. Summary of Report.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; Education Work Relationship; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; *Salaries; School Effectiveness; Two Year Colleges; Vocational Followup
IDENTIFIERS- Spartanburg Technical College SC

In June 1991, a study was conducted at South Carolina's Spartanburg Technical College to determine the career and

ED 411 003 JC 970 449

End-of-Term Enrollment Report, First Summer Term 1997. Report Number R-97-647.
PUB DATE- 97
NOTE- 15p.; For related enrollment reports, see JC 970 445-447.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Community Colleges; *Declining Enrollment; *Enrollment Rate; *Enrollment Trends; Full Time Equivalency; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- Pensacola Junior College FL

At the close of the first summer term of 1997, Florida's Pensacola Junior College (PJC) undertook an analysis of enrollment to determine trends from the previous summer. Results of the analysis included the following: (1) PJC ended the term with 680 unadjusted fundable full-time equivalent (FFTE) students, a drop of 4% (n=-28) from the first summer term of 1996; (2) unduplicated headcount enrollment for the term was 6,218, a 1.6% decrease (n=-99) from summer 1996; (3) the 4% decline in FFTE represented a substantial change from the .1% increase experienced between the first term of summer 1995 and the first term of summer 1996; (4) much of the decline was in the college credit area of advanced and professional (A&P) and postsecondary vocational (PSV) programs, which showed a total decline of 6.9% between 1996 and 1997, or 33 fewer paying students; (5) other substantial losses were experienced by the adult basic education and general education development (GED) prep areas, which showed declines of 31.8% (n=-28) and 29.4% (n=-5), respectively; and (6) college prep FFTE, however, increased by 45.5% (n=10). Six data tables are attached. (HAA)

ED 411 004 JC 970 450

McLeod, Marshall W.
Fall 1996 PJC Course Success Rates. Report Number R-97-649.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Mathematics; Community Colleges; *Developmental Studies Programs; *Grades (Scholastic); Mathematics Instruction; *Outcomes of Education; Reading Instruction; *Remedial Mathematics; *Remedial Reading; Success; Two Year Colleges; Writing Instruction
IDENTIFIERS- Pensacola Junior College FL

Presenting 12 data tables, this report documents fall 1996 success rates for 11 developmental and developmental-type advanced and professional courses at Florida's Pensacola Junior College. Following an introductory table showing success rates for each course and defining success rate as the percentage of enrolled students who earned a grade of C or higher or pass, tables of outcomes are presented for the following courses: college preparatory reading; reading review; college reading; reading skills lab; college preparatory writing; traditional English grammar; writing skills lab; college preparatory mathematics; college preparatory algebra; intermediate algebra; and college mathematics. For each course, the number of

ED 411 022 JC 970 496

Jones, Janis Cox
Inside Out: Accountability and Performance in the California Community Colleges.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *College Outcomes Assessment; Community Colleges; Data Analysis; Educational Research; *Evaluation Methods; Models; Program Improvement; School Effectiveness; *Self Evaluation (Groups); State Programs; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Reviewing the history and status of accountability efforts in the California Community Colleges (CCC), this document describes three accountability models. Following a brief history of accountability in the state, the accountability model established by 1988's Assembly Bill 1725 is discussed, indicating that colleges are required to report data on student access, student success, student satisfaction, staff composition, and fiscal condition. This section also indicates that the goal of the model is to make data available to all the colleges for use in improving programs and services. The next section focuses on the "CC Family" model, or the local accountability models developed in the state's community colleges, indicating that they examine measures related to access, retention, occupational success, transfer, degree and certificates, and remediation. The third section describes a "CC Critics" model that could be used by agencies outside of the CCCs to gauge effectiveness, suggesting that a "cost per outcome" strategy be used to gauge the colleges' cost-effectiveness in meeting statewide priorities. For each model, sample data from a typical institution in a multi-college district are used to illustrate results. The final section presents conclusions related to the need to work with both internal and external models, acknowledge institutional weaknesses, examine alternatives, and adopt a performance-based funding model that would provide fiscal incentives for improvements. (YKH)

ED 411 023 JC 970 497

Foote, Elizabeth
Collaborative Learning in Community Colleges. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; Comparative Analysis; *Cooperative Learning; *Course Objectives; Group Activities; Group Dynamics; Interpersonal Competence; *Outcomes of Education; Program Effectiveness; Self Evaluation (Individuals); *Student Attitudes; Two Year Colleges
IDENTIFIERS- ERIC Digests

ED 411 039 PS 025 533

Hulsebosch, Pat; Logan, Linda; Rickley, Bruce
Parent Consultants for Whole-School Change.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consultants; Educational Change; Elementary Secondary Education; Models; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; *Partnerships in Education
IDENTIFIERS- Chicago Public Schools IL; Parent Commitment; Parent Committees

Despite evidence of the importance of parent involvement in their children's schools and learning, such involvement is not the norm, and working with parents seems to be one of the main challenges for new teachers. The School-Community Partnership Development (SCPD) at the Teachers Academy for Mathematics and Science is a 3-year process which engages parents and community members in whole school change in the improvement of instruction, especially instruction in math and science. The explicit goals of SCPD are: (1) to facilitate the identification of a core parent/family leadership team within each school; (2) to facilitate the development of a strategic parental/family involvement plan; and (3) to increase the appreciation for and knowledge of math and science among parents and community members. During the first 2 years of the SCPD process, model Parent Facilitators, along with the Parent Teams enlisted from their school communities, attended workshops at the Academy in which they developed strategic planning and other leadership skills, gained knowledge of the structure of Chicago school reform, and learned constructivist approaches to mathematics and science. The SCPD model was piloted at a group of 20 schools beginning in 1993. After 2 years of the process, parents had difficulty translating what they had learned at the Academy into their own contexts, and it was concluded that only a portion of the learning needed could take place at the Academy. Parent Consultants were added to provide ongoing assistance to the schools in the form of Parent Team Support, Resource to the Academy, Formative Evaluation, Family Math and Science Summer Workshop, and Reform Community Involvement. This parent consultant process deepens and extends the new views of home-school relations by providing on-site professional development to parents at the time they most need it: when they are attempting to translate new ideas into new ways of acting at the school; and by explicitly defining parents as consultants to all members of the school community. (Contains 21 references.)(DCP)

ED 411 040 PS 025 593

Mister Rogers' Plan & Play Book: Activities from Mister Rogers' Neighborhood for Parents & Child Care Providers. Fourth Edition.
PUB DATE- 95
NOTE- 438p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

ED 411 057 PS 025 689

Wortham, Sue C.
The Integrated Classroom: The Assessment-Curriculum Link in Early Childhood Education.
PUB DATE- 96
NOTE- 383p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classroom Design; Classroom Environment; Cognitive Development; *Curriculum Development; *Diversity (Student); *Early Childhood Education; High Risk Students; *Integrated Curriculum; Language Acquisition; Parent Participation; Physical Development; Screening Tests; Social Development; *Special Education; Special Needs Students; Student Evaluation; Teaching Methods; Textbooks; Transitional Programs
IDENTIFIERS- Screening Procedures; Screening Programs

Intended to help teachers of young children prepare for diversity among their students, this early childhood education textbook focuses on the integration of assessment and learning as an interactive process; and the integration of curriculum and instruction to be age-, group-, and individually-appropriate. The introductory chapter discusses current trends in early childhood programs and the relationship between screening and assessment. Chapter 2, "Screening in Early Childhood Programs," covers selecting a screening approach and instrument, and organizing a screening program. Chapter 3, "Assessment in Early Childhood Programs," concerns the role of assessment in curriculum planning and using appropriate assessment strategies. Chapter 4, "Initiating the Instructional Program," focuses on environment preparation, program planning, transition procedures, and initial assessments. Chapter 5, "Linking Assessment and Curriculum Planning," deals with planning age-appropriate curriculum, instructional methods, planning evaluation, and continuing the assessment-instruction link. Chapter 6, "Screening and Assessment in Early Intervention Programs for Young Children with Special Needs," concerns screening in early intervention programs, planning individual interventions, and integrating special needs and at risk children. Chapter 7, "Linking Curriculum and Instruction for Young Children with Special Needs," discusses planning instruction, different instructional approaches, and evaluating curriculum and instruction. Chapters 8 through 11 present information on cognitive, language, social, and physical development; and discuss planning instruction, assessment, and evaluating curriculum and instruction for each area. Chapter 12, "Bringing It All Together," focuses on the integrated curriculum, models for planning integrated curriculum, and evaluating integrated curriculum and instruction. (Contains a glossary of important terms and about 300 references.) (KB)

ED 411 058 PS 025 692

Petty, Paul
Increasing Student Engagement and Retention through the Use of Cooperative Groups and Authentic Assessment.
PUB DATE- 97
NOTE- 164p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.

ED 411 075 PS 025 754

Jones, Raya A.
The Child-School Interface: Environment and Behaviour. Children, Teachers and Learning Series.
PUB DATE- 95
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adjustment (to Environment); *Educational Environment; Elementary Secondary Education; *Environmental Influences; Foreign Countries; *Peer Relationship; Special Education; Student Adjustment; *Student Behavior; Student School Relationship; Systems Approach; *Teacher Student Relationship; Theories
IDENTIFIERS- Behavior Settings; Bronfenbrenner (Urie); Ecological Perspective; Gibson (James J); Great Britain; Kelly (George); Lewin (Kurt)

This book reviews research and theories concerning environment-behavior relations in educational settings. Chapter 1, "The Ecosystemic Metaphor," presents the school as an open system, considers psychological theories of human behavior, and defines the environment. Chapter 2, "The Behaviour Setting," looks at relations between actual place and behavior, focusing on the spatial environment of schools and classrooms and evaluating Barker's ecological psychological theory. Chapter 3, "The Direct Environment," considers the "organism-environment fit" as applied to the child-school interface, including the effects of noise, temperature, and light, and Gibson's and Lewin's perceptual theories. Chapter 4, "Organizational Ethos," examines relations between the organizational environment and pupil performance, especially the use of survey methods to probe students' perception of the school environment. Chapter 5, "The Social Niche (1): Teacher-Pupil Relationships," discusses characteristics of the social environment, including teacher-student relationships, effects of teachers' attitudes and expectations, classroom communication as related to child-centered practices, and using an ecosystemic approach to behavior problems. Chapter 6, "The Social Niche (2): Pupil-Pupil Relationships," examines peer relationships, focusing on the conflation between the environment children create for each other and the adult-directed environment structured by the school. Chapter 7, "A Child at School," uses Bronfenbrenner's ecological model and Kelly's personal construct theory to explore children's private worlds. Chapter 8, "Problems of Adjustment," reviews ways in which adjustment problems have been approached in British special education. Chapter 9, "Living Child, Whole School," outlines general conclusions regarding research and theories about the child-school interface. (Each chapter contains notes and references.) (KB)

ED 411 076 PS 025 755

O'Hara, Hunter
The Transcendent Teacher-Learner Relationship: A Class Investigation.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 20, 1997).
LANGUAGE- English

ED 411 092 PS 025 786

Hodgson, Harriet
Powerplays: How Teens Can Pull the Plug on Sexual Harassment.
PUB DATE- 93
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Anger; Depression (Psychology); Homosexuality; Posttraumatic Stress Disorder; *Sexual Abuse; *Sexual Harassment; Sexuality; Social Support Groups; Victims of Crime
IDENTIFIERS- Equal Employment Opportunity Commission; Flirting

Noting that sexual harassment has more to do with making victims feel powerless than with sex, this book advises adolescents and their parents on how to identify, stop, and prevent sexual harassment. Chapter 1, "What is Sexual Harassment, Anyway?" defines sexual harassment and details how harassment becomes assault. Chapter 2, "Why is Reporting Difficult?" discusses barriers to reporting sexual harassment, including embarrassment and society's mixed messages regarding sexuality. Chapter 3, "Does Sexual Harassment Have Harmful Effects?" examines responses to harassment such as blaming the victim, depression and post traumatic stress, and suicidal tendencies. Chapter 4, "Who are the Harassers and Victims?" includes information on the thought processes of harassers, types of male harassers, characteristics of victims, targeting of homosexual and suspected homosexual students, and parents' responses. Chapter 5, "Is There a Link between Harassment and Abuse?" discusses the priming process, a continuum of behavior ranging from sexual interest to sexual extremism. Chapter 6, "How Can Teens Fight Back?" includes suggestions for making "I" statements, starting a buddy system, documenting sexual harassment, using anger effectively, getting character references, and filing an informal complaint. Chapter 7, "Where Do You Find Help?" examines procedures for reporting sexual harassment to government agencies, hiring an attorney, obtaining legal protection, and building a support system. Chapter 8, "What Can Parents Do?" focuses on getting past parents' first responses, using parents as advocates, identifying depression, and improving family communication. Chapter 9, "Can Sexual Harassment Be Prevented?" discusses the need for public awareness, crafting sexual harassment policies, handling complaints, and the importance of continuing education. Included are forms for recording and reporting harassment. Contains 108 references. (KB)

ED 411 093 PS 025 792

Jacobson, Arminta L.; Huffman, Jane B.; Rositas, Maria C.; de Corredor, Yamile Quintero
Parent Involvement Training with Hispanic Parents: A Report from Tomas Rivera Elementary School. A Case Study.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; High Risk Students; *Hispanic

ED 411 110 RC 021 117

Orr, David W.
Earth in Mind: On Education, Environment, and the Human Prospect.
PUB DATE- 94
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Colleges; *Consciousness Raising; Conservation (Environment); *Ecology; *Educational Needs; *Educational Principles; Elementary Secondary Education; *Environmental Education; Industrialization; Outcomes of Education; *Role of Education; Standards
IDENTIFIERS- *Environmental Ethic; Environmental Health; Environmental Problems

This book includes 23 essays on the environmental crisis that address the failures to educate people to think broadly, to perceive systems and patterns, and to live as whole persons. Current educational reforms are driven by the belief that students must be prepared to effectively compete in a global economy. A more important reason to reform education is the rapid decline in the habitability of the earth. This book proposes that the disordering of ecological systems and the great biogeochemical cycles of the earth reflect a prior disorder in the thought, perception, imagination, intellectual priorities, and loyalties inherent in the industrial mind. Ultimately, then, current ecological crises relate to how individuals think and the institutions (educational) that purport to shape and refine the capacity to think. Education should be promoting the development of ecological design intelligence, the signs of which are healthy, durable, resilient, just, and prosperous communities. Part 1 addresses questions surrounding the purpose of education, the dangers of education, and the business of education. Part 2 suggests that society must rethink initial assumptions about learning and educational goals. As the curriculum has become more extensive, complex, and technologically sophisticated, society has lost the ability to ask questions about the human condition. Essays in this section focus on love, intelligence, wisdom, virtue, responsibility, value, and good sense. Part 3 proposes that standards for educational quality must change to account for how institutions and their graduates affect the biotic world. Chapters in this section address institutional standards, the disciplinary organization of learning, curriculum, professionalism, and implications of college architecture. Part 4 proposes an alternative destiny for education. These essays explore "biophilia," an innate affinity for life; obstacles to living well; and the future balance between rural and urban areas in a world that must come to grips with limits of many kinds. Contains references and an index. (LP)

ED 411 111 RC 021 123

Theobald, Paul
Teaching the Commons: Place, Pride, and the Renewal of Community.
PUB DATE- 97
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position

ED 411 126 SE 056 278

Behr, Merlyn J., Ed.; Lacampagne, Carole B., Ed.; Wheeler, Margariete Montague, Ed.
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (10th, Dekalb, Illinois, November 2-5, 1988).
PUB DATE- 88
NOTE- 540p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Algebra; Arithmetic; Beliefs; Elementary Secondary Education; *Geometry; *Learning Theories; *Mathematics Education; Mathematics Instruction; *Teacher Education; *Teaching Methods

This proceedings of the annual conference of the North American Chapter of the International Group for the Psychology of Mathematics Education includes the following papers: "Affective Representation and Mathematical Problem Solving" (Goldin); "Cognitive Readiness and Process-Oriented Instruction in Secondary School Mathematics" (Harrison); "An Extended Model of Understanding" (Herscovics, Bergeron); "Using Representations to Conceptualize Teachers' Knowledge" (Orton); "Constructivism, Viability and Values" (Pace); "A Schema Model of Number-Fact Representation" (Baroody); "The Development of Number Concept Using Two Curricular Approaches" (Fischer); "A Study of the Mathematics Behavior of Carrie, a Fourth-Grade Student Introduced to Multiplication" (Landis, Maher); "Mental Computation and Number Sense" (Markovits, Sowder); "The Effects of Structural Variables on the Level of Difficulty of Missing Value Proportion Problems" (Conner, Harel, Behr); "Effects of Type of Numeric Ratio on Strategies Used by Preservice and Inservice Elementary Teachers on Proportional Reasoning Word Problems" (Bezuk); "Curriculum Materials and Common Misconceptions Concerning Division" (Graeber, Baker); "Middle School Students' Partitioning Abilities in Common Fraction Situations--An Investigation in Different Contexts" (Hale); "Concrete Representations for Ratio Reasoning" (Kaput, West, Luke, Pattison-Gordon); "Teaching Fractional Terms to Primary Students" (Larson); "Understanding Decimal Multiplication in Grade Six" (Owens); "A Preliminary Report on the Reliability and Factorial Validity of the Rational Number Thinking Test in the Republic of Trinidad and Tobago (Rahim, Kieren); "Representing and Solving Multiplicative Story Problems as Proportion Problems with a Unit Ratio--A Teaching Equipment" (Sellke, Behr, Voelker); "Solving Story Problems Involving Division with Remainders: The Importance of Semantic Processing and Referential Mapping" (Silver); "Two Students; Two Representations for Fractions" (Tierney); "Numerical Approaches to Algebraic Problem Solving in a Computer Environment (Kieran, Garancon, Boileau, Pelletier); "Teaching Equation Solving: A Teaching Experiment with a Concrete-Syntactic Approach" (Rojano); "Diagrams as an Intermediate Step in the Development of Algebraic Representation" (Simon); "Quantitative Concepts as a Foundation for Algebraic Reasoning: Sufficiency, Necessity, and Cognitive Obstacles" (Thompson); "A Comparison Among Children, Adolescents, and Adult Learners on Selected Area Measurement Concepts" (Beattys, Pace); "The Development of Geometric Conceptualizations in Logo (Clements, Battista); "Thales's Theorem, Cabri and MacDraw" (Gallou-Dumiel); "Partitioning and Geometry: Is There a Connection?" (Schell, Mason); "Variation in Student Geometric Concepts" (Wilson);

ED 411 139 SE 058 667

Booker, George, Ed.; Cobb, Paul, Ed.; de Mendicuti, Teresa N.
Proceedings of the Annual Conference of the International Group for the Psychology of Mathematics Education with the North American Chapter 12th PME-NA Conference (14th, Mexico, July 15-20, 1990), Volume 3.
PUB DATE- 90
NOTE- 357p.; For volumes 1 and 2, see SE 058 665-666.
LANGUAGE- French; Spanish; English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Education

This proceedings of the annual conference of the International Group for the Psychology of Mathematics Education (PME) contains the following research papers: "The Construct Theory of Rational Numbers: Toward a Semantic Analysis" (M. Behr & G. Harel); "Reflections on Dealing: An Analysis of One Child's Interpretations" (G. Davis); "About Intuitional Knowledge of Density in Elementary School" (J. Gimenez); "Understanding the Multiplicative Structure: Concepts at the Undergraduate Level" (G. Harel & M. Behr); "A Contextual Approach to the Teaching and Learning of Mathematics: Outlining a Teaching Strategy that Makes Use of Pupil's Real World Experiences and Strategies, and the Results of the First Teaching Experiment of Project" (T.O. Keranto); "On Children's Mathematics Informal Method" (F.L. Lin & L.R. Booth); "A Case Study of the Role of Unitizing Operations with Natural Numbers in the Conceptualization of Fractions" (A. Ludlow); "Constructing Fractions in Computer Microworlds" (J. Olive & L.P. Steffe); "Proportional Reasoning: From Shopping to Kitchens, Laboratories, and Hopefully, Schools" (A.D. Schliemann & V.P. Magalhaes); "The Fraction Concept in Comprehensive School at Grade Levels 3-6 in Finland" (T. Strang); "Critical Decisions in the Generalization Process: A Methodology for Researching Pupil Collaboration in Computer and Non Computer Environments" (L. Healy, C. Hoyles, & R.J. Sutherland); "'Scaffolding' a Crutch or a Support for Pupils' Sense-Making in Learning Mathematics" (B. Jaworski); "The Role of Mathematical Knowledge in Children's Understanding of Geographical Concepts" (R.G. Kaplan); "Speaking Mathematically in Bilingual Classrooms: An Exploratory Study of Teacher Discourse" (L.L. Khisty, D.B. McLeod, & K. Bertilson); "The Emergence of Mathematical Argumentation in the Small Group Interaction of Second Graders" (G. Krummheuer & E. Yackel); "Potential Mathematics Learning Opportunities in Grade Three Class Discussions" (J.J. Lo, G.H. Wheatley, & A.C. Smith); "Certain Metonymic Aspects of Mathematical Discourse" (D.J. Pimm); "Inverse Relations: The Case of the Quantity of Matter" (R. Stavy & T. Rager); "The Development of Mathematical Discussion" (T. Wood); "Estrategias y Argumentos en el Estudio Descriptivo de la Asociacion Usando Microordenadores" (J.D. Godino, C. Batanero, & A.E. Castro); "Computerized Tools and the Process of Modeling" (C. Hancock & J. Kaput); "Examples of Incorrect Use of Analogy in Word Problems" (L. Bazzini); "Children's Pre-concept of Multiplication: Procedural Understanding" (C. Beattys, N. Herscovics, & N. Nantais); "The Kindergartners' Knowledge of Numerals" (J.C. Bergeron); "An Analysis of the Value and Limitations of Mathematical Representations Used by Teachers and Young Children" (G.M. Bouton-Lewis & G.S. Halford); "A Study on the Development of Second-Graders' Ability in Solving Two-Step Problems" (F. Cao);

ED 411 160   SE 060 568

Mathematics 30. Grade 12 Diploma Examination.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Foreign Countries; Grade 12; *Graduation Requirements; High Schools; *Mathematics Tests; *Standardized Tests; Student Evaluation; Testing Programs
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

This document is the Grade 12 diploma examination in mathematics at Level 30 from the Office of the Ministry of Education in Alberta. The two-and-a-half hour test is a closed-book examination consisting of 40 multiple choice and 9 numerical response questions of equal value worth 70% of the examination, and three written response questions worth 30% of the examination. (DDR)

ED 411 161   SE 060 569

Lefebvre, Guy N.
Bringing Sharper Focus to Environmental Education at the State Level in the Reauthorization of the National Environmental Education Act.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Educational Legislation; Elementary Secondary Education; *Environmental Education; *Federal State Relationship; *Government (Administrative Body); *Government Role; *Government School Relationship; Higher Education; School Law
IDENTIFIERS- *National Environmental Education Act 1990

The National Environmental Education Act became law on November 16, 1990. The major sections of this law establish a national environmental education office, an environmental education and training program, environmental education grants, environmental internships and fellowships, environmental education awards, and an environmental education advisory council and task force. In 1996, reauthorization of the Act died in committee in the House of Representatives. Proponents of the Act at the National Environmental Education and Training Foundation (NEETF) expect reintroduction in 1997. When reintroduced, the Act is expected to be handled by the House Education and Workforce Committee. Proponents of the Act believe many members of this committee should be better informed about the positive role environmental education plays in improving education in general by promoting active learning. This paper describes accomplishments of the Act in its first 6 years and suggests ways to address deficiencies that provide greater focus for environmental education on the state level. These include: (1) emphasizing the central role of the United States in environmental education rather than the tacit use of United States Environmental Protection Agency (USEPA) regional offices; and (2) encouraging state experts to characterize state-specific environmental knowledge levels in on-line digests. (PVD)

ED 411 184 SO 027 451

Hostrop, Richard W.
Profiles in Courage Simulations: Based on President John F. Kennedy's Pulitzer Prize Book. ETC Simulations Number Four.
PUB DATE- 95
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict Resolution; Educational Games; *History Instruction; Learning Strategies; *Politics; *Role Playing; Secondary Education; *Simulation; Social Studies; Teaching Methods; *United States History
IDENTIFIERS- Kennedy (John F); Profiles in Courage

This book presents simulation activities for the eight profiles of U.S. Senators presented in John F. Kennedy's "Profiles in Courage." Intended for student involvement, the simulations require student research and practice in order to carry out the designated roles. The simulations and role play are designed to actively involve the students in learning, using both the affective and cognitive domains. Each simulation exercise includes an introduction, objectives, and strategy (preparation, introduction, simulation, steps to follow, role cards, review, summarization, and reinforcement). The simulations focus on: (1) John Quincy Adams; (2) Daniel Webster; (3) Thomas Hart Benton; (4) Sam Houston; (5) Edmund G. Ross; (6) Lucius Quintus Cincinnatus Lamar; (7) George Norris; and (8) Robert A. Taft. (EH)

ED 411 185 SO 027 544

Thomas, John W.
Making Changes: A Futures-Oriented Course in Inventive Problem Solving. Teacher's Guide.
SPONS. AGENCY- Office of Education (DHEW), Washington, DC.
PUB DATE- 81
NOTE- 183p.; For student lesson book, see ED 199 175.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Change; *Controversial Issues (Course Content); Convergent Thinking; *Critical Thinking; Divergent Thinking; Elementary Secondary Education; *Futures (Of Society); Instructional Materials; *Problem Solving; Social Studies; Teaching Guides

This 1981 guide is designed to be used with a workbook offering students opportunities to engage in creative problem solving. The book contains four units with 23 lessons. Unit 1 addresses problem solving and contains nine lessons: (1) "New and Different Thinking"; (2) "Open and Closed Problems"; (3) "Stating a Problem"; (4) "Defining a Problem"; (5) "Brainstorming"; (6) "Groups"; (7) "Thinking of Ideas"; (8) "Judging Ideas"; and (9) "Seesaw." Unit 2 introduces futures studies and includes the lessons: (10) "Futures Studies"; (11) "Forecasting the Future"; (12) "Accelerating Trends"; (13) "Constructing Forecasts with a Cross-Impact Matrix"; and (14) "Food and People." Unit 3 teaches an addition problem-solving process and has the lessons: (15) "Introduction to Analogies"; (16) "Personal Analogies"; (17) "Key Words and Clash Statements"; (18) "Analogy Excursions"; (19) "The Windmill

ED 411 205 SP 037 488

Loup, Karen S.; Clarke, James; Ellett, Chad D.; Rugutt, John

Exploring Dimensions of Personal and Organizational Efficacy Motivation: A Study of Teachers, Social Workers, and University Faculty.

PUB DATE- 97

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Measures; College Faculty; Educational Environment; Elementary Secondary Education; Higher Education; *Organizational Objectives; School Culture; *Self Efficacy; *Self Motivation; Social Workers; Surveys; *Teacher Attitudes; Teachers; Test Construction; Test Reliability; Test Validity

This paper presents the results of instrument development and adaptation efforts associated with conceptualizing and investigating self and organizational efficacies in terms of motivation toward achievement of organizational goals in schools, child welfare agencies, and higher education institutions. Results of initial conceptual development of a series of empirical analyses used to explore validity and reliability characteristics of a new efficacy resilience measure are presented. Subsequent results of instrument adaptation and further empirical analyses to confirm initial findings are presented for two studies in different organizational contexts: a sample of child welfare professionals in Louisiana and a sample of higher educational faculty from 56 research universities across the United States. Review of factor analyses results indicated that the social worker sample results were more like those of an earlier study of teachers than the results for higher education faculty. It was concluded that the original teacher instrument can be used with other populations and that self, organizational, and collective efficacy motivations can be identified and measured in multiple organizational contexts. Appendixes contain the Teacher Self and Organizational Efficacy Assessment (TSOEA) and item location indices for subscales of the TSOEA. (Contains 22 references.) (JLS)

ED 411 206 SP 037 489

Ellett, Chad D.; Hill, Flo H.; Liu, Xia; Loup, Karen S.; Lakshmanan, Aruna

Professional Learning Environment and Human Caring Correlates of Teacher Efficacy.

PUB DATE- 97

NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attitude Measures; Elementary Secondary Education; Higher Education; Public School Teachers; Public Schools; *School Culture; *Self Efficacy; *Teacher Attitudes; *Teacher Motivation; *Teaching Conditions

IDENTIFIERS- *Caring

ED 411 225 SP 037 515

Moss, Connie M.
Systematic Self-Reflection: Professional Development for the Reflective Practitioner.
PUB DATE- 97
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Education; Elementary School Teachers; *Faculty Development; Journal Writing; Models; *Problem Solving; *Reflective Teaching; *Self Efficacy; Student Educational Objectives
IDENTIFIERS- *Self Reflection

To examine the utility of the "Systematic Self-Reflection" (SSR) process, a study investigated the effects of three levels of self-reflection--systematic, focused, and random--on problem solving and efficacy in 62 elementary school teachers. The study examined the application of four components of a problem-solving model (problem identification, goal setting, intervention selection, and monitoring and evaluation), and compared the self-reports of teachers on their choice of intervention strategies for students and their reflections on the problem-solving techniques used to select intervention strategies. The systematic participants (n=25) were the only ones to use a rubric defining the problem-solving model to analyze their own self-reports of intervention selection. Their ability to apply the problem-solving model was compared to two other groups of teachers: the focused group (n=17), who received the same professional development workshop but not the rubric; and the random group (n=20), who received neither the rubric nor the professional development workshop. Study results indicated that the systematic participants exhibited significantly higher levels of problem-solving model application in both their self-reports and their reflective journals. They were the only group to set goals for their students and then select interventions to match those goals. These participants also exhibited a deeper understanding of the problem-solving model in their reflective journals. The most striking finding was the emergence of a common language for problem-solving among the systematic practitioners. (Contains 71 references.) (ND)

ED 411 226 SP 037 516

Koerner, Mari E.; Hulsebosch, Patricia
From Student to Teacher to Student: Cultural Awareness and Classroom Practice.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; *Cultural Awareness; *Diversity (Student); Elementary Secondary Education; Feminist Criticism; Higher Education; Student

ED 411 244 TM 026 936

Torff, Bruce, Ed.
Multiple Intelligences and Assessment: A Collection of Articles.
PUB DATE- 97
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Testing; *Educational Assessment; Elementary Secondary Education; Gifted; *Intelligence; Intelligence Tests; *Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); Problem Solving; *Test Construction; Test Use
IDENTIFIERS- *Alternative Assessment; Authentic Assessment; Gardner (Howard); *Multiple Intelligences

Since its introduction in 1983, Howard Gardner's theory of multiple intelligences has attracted widespread interest among educators. The chapters in this book describe alternative assessments that capture the range of intelligences, allow the intelligences to be given more equal weight, use intelligence-fair formats, and focus on student performances in real-life contexts. The following are included: (1) "Introduction: Assessing the Multiple Intelligences" (Bruce Torff); (2) "If Binet Had Looked beyond the Classroom: The Assessment of Multiple Intelligences" (Thomas Hatch and Howard Gardner); (3) "Alternative Assessment from a Multiple Intelligences Perspective" (Jie-Qi Chen and Howard Gardner); (4) "From Research to Reform: Finding Better Ways To Put Theory into Practice" (Thomas Hatch); (5) "Portfolios Invite Reflection--From Students and Staff" (Elizabeth A. Hebert); (6) "The Power in Portfolios: 'A Way for Sitting Beside' Each Learner" (Evangeline Harris Stefanakis); (7) "Domain Projects as Assessment Vehicles in a Computer-Rich Environment" (Joseph Walters and Howard Gardner); (8) "Giftedness, Diversity, and Problem Solving" (C. June Maker, Aleene B. Nielson, and Judith A. Rogers); (9) "Authentic Assessment of Problem Solving and Giftedness in Secondary School Students" (C. June Maker); and (10) "Assessment in Context: The Alternatives to Standardized Testing" (Howard Gardner). Each chapter contains references. (Contains nine tables and nine figures.) (SLD)

ED 411 245 TM 027 010

Weerasinghe, Dash; Orsak, Timothy; Mendro, Robert
Value Added Productivity Indicators: A Statistical Comparison of the Pre-Test/Post-Test Model and Gain Model.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Achievement Gains; Comparative Analysis; Elementary Secondary Education; Models; *Pretests Posttests; *Productivity; Public Schools; School Effectiveness; Statistical Analysis
IDENTIFIERS- Educational Indicators; *Gain Scores; Hierarchical Linear Modeling; *Value Added Model

In an age of student accountability, public school systems must

ED 411 264 TM 027 212

Lambert, Richard; Flowers, Claudia; Sipe, Theresa; Idleman, Lynda
Integrating Software for Sample Size Calculations, Data Entry, and Tabulation: Software Demonstration of a System for Survey Research.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computation; *Computer Software; Data Analysis; *Integrated Activities; *Research Methodology; *Sample Size; *Surveys
IDENTIFIERS- *Epi Info Computer Program; *Statistical Package for the Social Sciences

This paper discusses three software packages that offer unique features and options that greatly simplify the research package for conducting surveys. The first package, EPSILON, from Resource Group, Ltd. of Dallas (Texas) is designed to perform a variety of sample size calculations covering most of the commonly encountered survey research situations. The second package, Epi Info, is a word-processing database and statistics program created by the Centers for Disease Control and Prevention (CDC). This program is shareware and is available from the CDC homepage. The third package, the Statistical Package for the Social Sciences (SPSS), is an integrated system for managing, analyzing, and displaying data. This paper describes how to import Epi Info generated files into major spreadsheet packages and statistical packages, including some specific pointers on how to modify Epi Info generated SPSS programming code for optimal use in SPSS for Windows. Also discussed is using EPSILON software for sampling related calculations. A sample case is presented for a survey of a professional organization with 7,500 members. The steps for entering the data into Epi Info and then retrieving the Epi Info information into SPSS are outlined. (Contains two tables.) (SLD)

ED 411 265 TM 027 215

Thomasson, Gary L.
The Goal of Equity within and between Computerized Adaptive Tests and Paper and Pencil Forms.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Adaptive Testing; Comparative Analysis; *Computer Assisted Testing; Scores; Simulation; *Test Bias; Test Content; Test Format; Test Items
IDENTIFIERS- *Paper and Pencil Tests

Score comparability is important to those who take tests and those who use them. One important concept related to test score comparability is that of "equity," which is defined as existing when examinees are indifferent as to which of two alternate legal risks associated with the operation of such programs generally, and in recognizing those program design features that present a heightened or diminished risk in light of judicial precedent and federal agency guidelines. While most minority groups have made gains in higher education (HE) in terms of degree attainment, faculty and administrative employment, the courts are increasingly scrutinizing the laws governing affirmative action programs. With the proliferation of voluntary affirmative action programs, schools have frequently been targeted for private litigation and governmental agency review (specifically by the Office of Civil Rights of the U.S. Department of Education). The courts have narrowed the governing principles for the pursuit of affirmative action by HE to two primary objectives: to remedy past discrimination and to increase diversity. When instituting minority-targeting programs, institutions should carefully consider several factors including: possible use of race-neutral policies that could reach the same objective; the specific minority group/s benefitting from a given policy; possible consideration of more than race to reduce legal risks; avoidance of a strict quota system; flexibility of program administration; impact on non-minority students; and the expected duration of the program. (Contains 29 references.) (DM)

ED 410 834   HE 030 408

Bennett, Nigel
"Some of My Senior Colleagues Would Benefit": Linking Individual and Organizational Learning Through Supported Open Learning.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; Cooperative Learning; Elementary Secondary Education; Foreign Countries; Higher Education; *Management Development; Mentors; *On The Job Training; *Open Universities; Principals; Teacher Student Relationship; *Theory Practice Relationship
IDENTIFIERS- United Kingdom

The paper takes a critical view of current approaches to training administrators or managers in education in the United Kingdom. Criticisms focus mainly around the hands-on approach whereby the trainee learns the best techniques from colleagues and dismisses most academic studies of management practices. The paper summarizes the thinking behind a supported open learning course in management development in education taught by the Open University in Great Britain, and explores the extent to which initial evidence suggests it is achieving its purposes. The course is attempting to promote a more reflective approach to management issues as a means of linking close-to-the-job training with academically rigorous work. The paper concludes that while much personal and organizational learning is being promoted by the course, one of its more innovative ideas, that of students acting as internal consultants, has not yet been successful. The reasons for this are considered. (Contains 24 references.) (Author/DM)

ED 410 835   HE 030 409

Martinez, Mario C.

IDENTIFIERS- Brazil; Louisiana; Louisiana (New Orleans); North Carolina; QUASAR Project (Mathematics Education); South Africa; *Southern Education Foundation

This annual report defines three broad areas in which the Southern Education Foundation supports research. The first looks to what kinds of teachers will be needed in the future; the second asks how our best thinking can be translated into effective action; and the third asks how seamless education can be. Programs subsumed under education and public policy include: an initiative on educational opportunity and postsecondary desegregation, a consortium on teacher supply and quality in the South, a North Carolina consortium to increase the supply of minority teachers, a Louisiana consortium on minority teacher supply and quality, a pathways to teaching program, and a New Orleans school leadership collaborative. Programs of traditional interest include a black college library improvement program and a black college program to increase retention and graduation rates. Other programs include a comparative human relations initiative, which examines intergroup relations in Brazil, South Africa, and the United States, pass-through grants for a focused reporting project, and a mathematics education project titled "QUASAR, Quantitative Understanding Amplifying Student Achievement and Reasoning." Appended are a list of program funders and a brief financial report. (CH)

ED 410 852 HE 030 426

Renner, K. Edward

The New Agenda for Higher Education. Choices Universities Can Make To Ensure a Brighter Future.

PUB DATE- 95

NOTE- 160p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Accountability; Beliefs; Change Agents; *Change Strategies; Cost Effectiveness; Curriculum Development; Educational Economics; *Educational Improvement; Faculty College Relationship; Faculty Development; *Fiscal Capacity; Foreign Countries; *Higher Education; Human Capital; Institutional Characteristics; Institutional Mission; Institutional Role; *Organizational Change; Retrenchment; Scholarship; School Community Relationship; Social Change; Student College Relationship; Student Educational Objectives; Teaching (Occupation)

This book speaks to three challenges that face higher education in its quest to redefine the academic community: (1) beliefs about ourselves, our circumstances, our relationships, and our problems; (2) beliefs about personal and organizational change; and (3) beliefs about academic life, about reform and revolution, competition and cooperation, bureaucracy and community, and managers and agents of change. The book sees opportunity and challenge in three areas: financial to find the means to halt the current cycle of negative retrenchment; academic to define a vision of the ends to be achieved; and management to create and start a process of change. The discussion covers many of the substantive issues of higher education including cost containment, incoherent curricula, retrenchment, loss of community, faculty renewal, new forms of scholarship, teaching and learning, accountability, and a new clientele of learners. It looks at social and psychological issues, such as interdependency, security, and competition and organizational effectiveness with 334 colleges and universities. An investigation of this relationship was made using three variables: a decline in required financial resources, degree of organizational effectiveness, and a set of 12 dysfunctional organizational attributes associated with downsizing. Surveys were distributed to trustees, institutional administrators, and academic department heads at 334 four-year colleges and universities with responses from 927 trustees, 1321 administrators, and 1158 department heads. The nine dimensions of organizational effectiveness identified by Cameron (1978) were measured and colleges and universities were then categorized as high, medium, or low performance organizations, based on their composite scores on these dimensions. The presence of the dysfunctional attributes was also assessed for each institution. The results indicated that institutions facing downsizing and financial decline can remain effective if negative organizational attributed are not allowed to emerge. If, however, these do emerge, then organizational effectiveness is reduced. Five tables and figures are appended. (Contains 50 references.) (JLS)

ED 410 870 HE 030 466

Lanni, Joseph C.
Modeling Student Outcomes: A Longitudinal Study. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Academic Persistence; Black Students; *College Outcomes Assessment; College Students; *Community Colleges; Comparative Analysis; Educational Environment; *High Risk Students; Higher Education; Identification; Longitudinal Studies; *Outcomes of Education; Predictor Variables; Racial Factors; Statistical Analysis; Two Year Colleges
IDENTIFIERS- *AIR Forum

The Longitudinal Student Success Study was a six-year study to identify factors associated with to student success at a large Eastern community college. The study focused on American Black students as one group of students likely to have different background characteristics and preparedness levels than what generally facilitates success at a postsecondary educational institution. Information was collected on 522 American Black students and 893 American White students who were first-time students in Fall, 1990. Student success levels were constructed from information on students' graduating, transcript information, and/or earning 12, 24, or 36 credit hours while maintaining a passing grade point average. An iterative chi-square segmental modeling technique was used to identify factors most likely to predict student success and non-success. Application of logistic regression allowed a prediction of non-success for a statistically significant portion of students within that category. Identified predictor variables included race, sex, age, full-time/part-time status, financial aid information, student work data, math assessment, and English assessment information. (Contains 32 references.) (JLS)

ED 410 871 HE 030 467

terminology might be more clearly defined. It suggests that these three areas of inquiry, although distinctive, are highly interrelated phenomena. The paper then attempts to operationalize definitions and outline a recursive research model appropriate for research in these areas. Finally, it briefly describes how one small liberal arts university is currently thinking through the process of implementing a longitudinal assessment program including student outcomes studies and student attrition research through a recursive research model and operationalized definitions. Stressed is the need for institutions to plan their research to be consistent with the educational goals of the institution. (Contains 17 references.) (LEE)

ED 410 889   HE 030 486

Widlak, Prudence A.
Graduates Who Never Planned To Graduate: A Community College's Impact on Student Aspirations. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; *Academic Persistence; Associate Degrees; Course Selection (Students); Degrees (Academic); *Goal Orientation; Graduation; Mathematical Aptitude; School Demography; School Holding Power; *Student Attitudes; Student Motivation; *Two Year College Students; Two Year Colleges; Withdrawal (Education)
IDENTIFIERS- *AIR Forum; Tinto Model

This study used the Tinto Model to examine characteristics of community college students without initial plans to graduate, but who did eventually receive an Associate's degree from the institution. In 1991, a large midwestern community college began asking enrollees whether they planned to graduate. By 1994, sizable numbers of graduates had responded, with surprising results: over one-third of graduates had not initially planned to complete an Associate degree. Data from existing student records for 2,650 Associate Degree recipients in fiscal year 1994-95 were examined for differences between graduates who initially did not intend to graduate and graduates who had originally intended to graduate. Matriculation experiences, including completing the initial math course during the first year of study, increased the odds of being in the group that changed aspirations when effects of age, level of math course, and transfer plans were controlled. Characteristics of the students most likely to change their intention and graduate included: younger age, no plans to transfer, completion of math requirements in the first year, and no enrollment in algebra prep or remedial math. Five tables and six figures detail the study's findings. (Contains 10 references.) (Author/LEE)

ED 410 890   HE 030 487

Pike, Gary R.; Simpson, Mary Ellen
The Relationship between Academic Achievement and Satisfaction: Evidence of Moderating Effects for Academic and Social Integration. AIR 1997 Annual Forum Paper.
PUB DATE- 97

Track and Field; Trend Analysis; Two Year Colleges; Volleyball
IDENTIFIERS- *Graduation Rates; *Oklahoma

This annual report compares graduation rates for scholarship athletes at Oklahoma public and private institutions of higher education to those of the student body as a whole over 3- and 6-year periods. Colleges and universities identified scholarship athletes in 11 sport categories: football, basketball, baseball, softball, track and field, wrestling, volleyball, gymnastics, golf, tennis, and "other." Data are reported for: first, within-state bachelor- or associate-degree seeking students who graduated from any public or private institution within the state; and, second, within-institution students who graduated from the institution in which they enrolled as freshmen. The study found that: (1) at comprehensive universities Caucasian scholarship students graduated at about the same rate as all Caucasian students; at regional institutions they graduated at a higher rate; and African American scholarship athletes graduated at higher rates than all African American students in all institutions; (2) both male and female scholarship students graduated at lower rates in comprehensive institutions but at higher rates at regional schools; and (3) in four sports categories--softball, track and field, volleyball, and gymnastics--scholarship athletes at comprehensive universities exceeded average rates for all students; at regional universities and two-year colleges other sports were dominant. Twenty-six tables provide within-state and within-institution data; while four tables provide graduation-rate comparisons by year of enrollment. (CH)

ED 410 907 HE 030 505

Policy Indicators for Higher Education: WICHE States. Regional Fact Book for Higher Education in the West.
PUB DATE- 96
NOTE- 316p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Data Analysis; Educational Assessment; Educational Attainment; Educational Demand; Educational Finance; *Educational Planning; Employment Patterns; Enrollment Trends; Expenditure Per Student; Geographic Regions; *Higher Education; Minority Groups; Population Distribution; Regional Characteristics; Regional Cooperation; *Regional Planning; School Demography; *School Statistics; *State Norms; State Surveys; Statewide Planning; Student Financial Aid; Tables (Data); Teacher Salaries; Trend Analysis; World Wide Web
IDENTIFIERS- *Western Interstate Commission for Higher Education

This report on higher education in 15 Western Interstate Commission for Higher Education (WICHE) states provides state and regional data in a policy context. The document is structured around a set of indicators that provide trend or relative state data for: population projections; adult educational attainment level; expected number of high school graduates; participation rates and college enrollment data; relative degree production rates; tuition, fee, and student financial aid data; per student expenditures; sources of institutional revenue; higher education share of state general funds; faculty salaries; research competitiveness; minority student participation rates; and current and projected employment by occupation and industry. Data are summarized both for the region and the 15 states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

Electronic Performance Support Systems (EPSS) use computers to capture, store, and distribute knowledge in both an interactive and non-linear delivery. Using technology sources such as the Internet, Microsoft's Net Meeting, Connectix's color camera, and business software, it is possible to provide multiple site delivery and bring business education training closer to the workplace. These tools help students and business participants reach their highest potential performance quicker and with a reduced amount of faculty or training department support. In project based classes there are exciting opportunities for advanced problem solving in actual business situations that can be facilitated by advanced technology application. This paper describes a pilot project in the delivery of business training for university business students. A project-based program maximizes experiential learning and matches learning while doing. The benefits of experiential learning fall into four categories: (1) connecting theory and practice; (2) integration of learning; (3) use of knowledge and application of business concepts; and (4) learning to learn, including collecting and evaluating data, self directed learning, logical thinking, and reflection. The paper also discusses continuous improvement as the framework for the project, off-site project management, and provides a detailed description of the pilot project. Student participants have exhibited better retention of knowledge areas, higher levels of motivation, and an ability to more effectively transfer their learning to other application areas. (SWC)

ED 410 926   IR 018 488

Hurn, Janet E.
Using Authorware and Shockwave To Create Interactive HTML Pages.
PUB DATE- 97
NOTE- 8p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, South Carolina, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animation; *Authoring Aids (Programming); *Computer Assisted Instruction; Computer Graphics; *Computer Software Development; *Instructional Improvement; *Instructional Materials; Internet; *Material Development; Teaching Methods
IDENTIFIERS- *Authorware

In this paper, an instructor at Miami University Middletown (Ohio) describes how Authorware (by Macromedia) proved to be a valuable tool in developing interactive computer tutorials for physics instruction. Obstacles to improved instruction that had presented themselves were as follows: (1) some of the students' learning styles were not being addressed with current delivery strategies; (2) commuting students with work/family obligations have restricted hours that they can study or do homework; and (3) commercial computer software or video materials are usually costly and not tailored to meet students' needs. Authorware is an icon-based, nonlinear interactive presentation development package that allows for branching, and thus more student control. It automatically sets a program to track several variables, which is very helpful for tracking scores. Authorware allows the user to animate objects, embed sounds and video, and receive user input in multiple ways. The new version of Authorware has online help and complete manuals. Authorware is a prohibitive cost for most budgets compared to the second survey employed a checklist to examine posted online information for and about home schooling. Sixty-two sites with adequate content, representing 137 home schooled children, were surveyed from August to September 1996. Checklist data were compared in four different ways: (1) reasons for home schooling; (2) methods of home schooling; (3) reasons for using online services; and (4) ages of home schooled children using online services. The following conclusions were drawn: families home schooling for religious reasons were more likely to have computers, but less likely to have an online service; use of computers in home schooling families across the country was about 70% and those with online services, about 17%; all of home schooling families with online services used e-mail for social reasons and about 92% used e-mail for information; recreational use of online services made up about 68%; less than 7% of the home schoolers engaged in online classes; packaged online services were used more by religious home schoolers; larger families used generic online services; the mean ages of unschoolers were younger than those of the total population; unschoolers made up about one third of the home schooling population; and about 60% of the families with online compatible computers had an online service. Six tables and 15 figures summarize the data. (Contains 48 references.) (Author/AEF)

ED 410 945   IR 018 528

CNN Newsroom Classroom Guides. July, 1997.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Current Events; Educational Media; *Educational Television; Elementary Secondary Education; Feature Stories; *News Media; *News Reporting; *Programming (Broadcast); World Affairs
IDENTIFIERS- *CNN Newsroom

CNN Newsroom is a daily 15-minute commercial-free news program specifically produced for classroom use and provided free of charge to participating schools. This guide is designed to accompany the program for July 1997. Top stories include the following: Britain's hand over of Hong Kong to the People's Republic of China; regulating business on the Internet; the PATHFINDER mission; the PATHFINDER landing on Mars; Mexico's election results which end decades of rule by the Industrial Revolutionary Party; the U.S. Senate's hearings into campaign financing during the 1996 elections; data on Mars' surface from SOJOURNER; the television ratings system; questions about NATO's role raised by the funeral of a Bosnian war crimes suspect; Demonstrations in Spain over the latest incidence of Basque separatist violence; problems with the Russian space station MIR; tensions on the Korean border and starvation in North Korea; more problems for MIR; a cease-fire called by the IRA to pave the way for Sinn Fein peace talks; European flooding and catastrophes in Poland and the Czech Republic; an abandoned attempt by one man to reach the North Pole; Swiss banks break their code of secrecy in an effort to find Holocaust victims' money; chemical weapons and Gulf War Syndrome; Eastern Europe floods; peace talks between Israelis and Palestinians; the President and Congress agree on a budget deal; and the bombing in an Israeli market. (AEF) the Opportunities for Success Partnerships Program. This special issue contains reports from the Michigan Library Association, the University of Michigan, the University of Missouri-Columbia, and the Pennsylvania State University that describe the strategies employed within these institutions to create a more inclusive working environment for all. Creating a climate for diversity in libraries involves strategic planning, recruitment and retention activities, on-going educational programs, and consistent organizational assessment and adjustment. This document includes working documents, memos, and other materials that the participants used to promote their agendas, educate their constituencies, and rally their communities. While there are no survey-based results nor analysis, there are concrete ideas and discussion of the successes and difficulties in developing, implementing, and nurturing diversity programs and inclusive environments. (Author/SWC)

ED 410 965 IR 056 454

Moen, William E.; McClure, Charles R.
An Evaluation of the Federal Government's Implementation of the Government Information Locator Service (GILS). Final Report.
SPONS. AGENCY- General Services Administration, Washington, DC. Office of Information Technology Integration.
PUB DATE- 97
NOTE- 454p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Computer Networks; Document Delivery; *Federal Programs; Information Networks; *Information Retrieval; Online Systems; Program Effectiveness; *Program Evaluation; Program Implementation; Users (Information)
IDENTIFIERS- *Government Information Locator Service

The Government Information Locator Service (GILS) is an innovative networked-based approach to assist users in locating government information resources. This document reports the results of an evaluation study begun in September 1996 and completed in June 1997. The goal of the study was to understand how: GILS serves various user groups; GILS improves public access to government information; agencies are progressing with their implementations; and how GILS works as a tool for information resources management. A variety of data collection and analysis techniques were used to assess the current status, use, and user satisfaction with the U.S. Federal implementation of GILS. The original vision of a government-wide information locator service has not yet been achieved. Many of the shortcomings of U.S. Federal GILS implementation relate to problems of focus, scope, and administration rather than a fundamental flaw in the architecture and vision of GILS. Some of the issues affecting the success of GILS relate to networked information discovery and retrieval, which represents a large and active research area. GILS, as currently constituted and currently implemented, must be refocused and reengineered to accomplish its original goal as a government-wide information locator service that can improve citizen access to government information. Appendices include: selected policy, management, and operations documents; list of U.S. Federal GILS sites; study methodologies; research instruments; and results of data collection. (Contains 135 references.) (Author/SWC)

ED 410 966 IR 056 456

educational experiences of graduates who had received an associate degree, diploma, or certificate in the 1987-88 academic year. Surveys were sent to 354 graduates, resulting in 123 usable responses. Study findings included the following: (1) 34% of the respondents were male, 10% were members of minority groups, and 45% were between 21 and 25 years of age; (2) 42.4% of the respondents had indicated upon enrollment that their main objective was to learn skills to enter the job market; (3) 94.5% indicated that they had achieved their main objective while enrolled at the college; (4) 94.3% were employed or continuing their education; (5) 81.3% of the employed respondents were in jobs related to their area of studies; (6) 20.8% indicated that they earned over $26,000 per year, while 16% had gross annual incomes of $14,000 or less; and (7) 77.6% agreed that the college provided either excellent or good preparation for employment. Tables of responses, including a chart of employers by college program, are included. The survey instrument is appended. (BCY)

ED 410 986 JC 960 345

The New Basic Agenda: Public Policy Directions for Student Success.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *College Outcomes Assessment; Community Colleges; *Curriculum Development; *Educational Assessment; Educational Needs; *Educational Policy; Educational Quality; *Enrollment Management; Governing Boards; *Professional Development; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- California Community Colleges

Intended as a guide for policymakers in the California community colleges for the last half of the 1990s, this report describes four challenges facing the community college system and identifies major policy directions. Following an introduction, the following challenges are presented: (1) the delivery of high quality education in a manner that achieves student success, focusing on issues related to assessing and developing degree programs, effectively identifying student educational objectives, effectively measuring student performance, providing funding or other incentives to improve college programs and services that result in superior student performance, and reviewing Education Code guidelines to ensure that they support student learning; (2) meeting the expanding educational needs of California's population, including the need to review enrollment management practices to improve the access, diversity, retention, and persistence of students; (3) ensuring that the colleges provide relevant and timely education, reviewing such issues as the adjustment of curriculum to account for changing learning styles and needs of students, the expansion of teaching with new technologies, refining the core curriculum, and better educating students about other cultures and societies; and (4) enhancing the human and physical infrastructure of the community colleges by improving professional development programs and implementing 1988's Assembly Bill 1725, designed to make college decision making processes more inclusive. For each challenge, a students who received each possible grade are listed for each section offered in fall 1996 and the percent who were successful are tabulated. The tables reveal the following success rates: (1) college reading, 58.7%; (2) reading skills lab, 70.6%; (3) reading review, 61.3%; (4) college preparatory reading, 72.1%; (5) traditional English grammar, 69.6%; (6) writing skills lab, 65.1%; (7) college preparatory writing, 77.1%; (8) intermediate algebra, 50.7%; (9) college math, 67.7%; (10) college preparatory algebra, 60.5%; (11) college preparatory math, 62.2%; and (12) the average of all the rates was 65.1%. (HAA)

ED 411 005 JC 970 452

Cuseo, Joseph B.
Freshman Orientation Seminar at Community Colleges: A Research-Based Rationale for Its Value, Content, and Delivery.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Curriculum; College Freshmen; Community Colleges; *Course Content; *Course Objectives; Curriculum Development; Educational Practices; *Orientation; Orientation Materials; Program Development; *Program Effectiveness; Student Adjustment; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Freshman Orientation

There is a large body of well-conducted research that supports the value of freshmen orientation seminars in promoting the success of first-year students at community colleges. Orientation programs have been shown to improve retention, program completion, and the level of academic performance of these students. In addition to improving student success, these seminars also tend to provide students with education-for-life skills; promote curriculum, faculty, and institutional development; and help build campus community. A recent review of freshman-year-related conferences, textbooks, and courses revealed that orientation seminars generally address the meaning and value of the college experience; academic skills development, or learning how to learn; academic and career planning; and education-for-life skills and holistic development. In establishing such programs, research suggests that the following eight questions must be addressed: should the freshmen seminar should be offered for academic credit? how many credits should be awarded for the course? Should the course be required or offered as an elective? what should the seminar's length be? how should the course should be graded? what would be the optimal class size? should different sections of the course be offered that are tailored specifically to students with different characteristics, academic needs or educational plans? and who should teach the course? Contains 74 references. (HAA)

ED 411 006 JC 970 453

McIntyre, Chuck
Performance-Based Enrollment Management.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Collaborative learning refers to small-group instruction that incorporates five elements: clear, positive interdependence among students; group self-evaluation; interpersonal behaviors that promote each member's learning; individual accountability; and frequent use of small-group social skills. These elements have been implemented in colleges across the country. "As Worlds Collide," a culture and community course at Central Arizona College, has combined history, social psychology, and communications studies. Learning outcomes have included improved writing and social skills and awareness of others' values and beliefs. In a science literacy course at Indiana's Ivy Tech State College, active, problem-based learning and critical thinking skills were taught. Responses to student surveys indicated enthusiasm for the teaching method. New Jersey's Brookdale Community College enhanced a public speaking course with group activities related to research and presenting speeches. While post-course surveys found that teachers felt that none of the anticipated benefits had accrued, students felt that the course helped reduce performance anxiety. Kansas Community College also undertook a study of collaborative sociology and psychology courses, finding no significant differences between grades among 50 students in collaborative courses and 100 in traditional classes. Finally, the "History of Western Civilization" course at Alabama's Calhoun Community College used collaborative learning and learning contracts. Students responded positively but many failed to meet their own set goals. While collaborative learning may be an effective teaching method, meeting teacher and student expectations depends upon program structure and student participation. (JDI)

ED 411 024 JC 970 498

Phillippe, Kent A., Ed.
National Profile of Community Colleges: Trends & Statistics, 1997-1998.
PUB DATE- 97
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; Associate Degrees; Census Figures; *College Faculty; *College Outcomes Assessment; *Community Colleges; *Educational Finance; Educational Trends; *Enrollment; Enrollment Rate; Expenditures; Income; Labor Market; National Surveys; Salaries; Staff Utilization; Statistical Data; Student Characteristics; Student Costs; Student Financial Aid; Tables (Data); Teacher Salaries; *Two Year College Students; Two Year Colleges

Drawing on information provided by regional accrediting agencies and from the American Association of Community Colleges' database, this publication provides a broad statistical overview of all public and independent two-year colleges in the United States as of 1997 and includes extensive tables, charts, and graphs. Chapter 1 includes information on the history of community colleges, the number of community colleges by type of control and by state, unduplicated headcount by type and control of institution, and the percentage of residents by state 18 years and older who attend a community college. Chapter 2 focuses on student enrollment and student characteristics, including data on enrollment projections through 2006, student age, attendance status, sex, racial and ethnic background, and distribution of reported disabilities. Chapter 3 looks at indicators of community college impact, including data on degrees and certificates conferred,

Practitioners) - General (050)
DESCRIPTORS- Active Learning; *Activity Units; Childrens Games; *Childrens Television; *Creative Activities; Early Childhood Education; *Educational Television; Group Activities; Individual Activities; Interactive Television; *Learning Activities; Play; Public Television; Television Teachers; Television Viewing
IDENTIFIERS- *Mister Rogers Neighborhood; Public Broadcasting Service

Intended for both childcare professionals and parents, this book lists activities from episodes of Mister Rogers' Neighborhood television program, and can be used with or without watching the program. Each activity is assigned a number which corresponds to the television episode in which the activity is featured, and a national PBS Broadcast schedule is provided that allows users to determine what will be featured on a daily basis. This book includes activities from programs 1001 through 1685, with the individual activities organized by week. At the beginning of each week's activities are thoughts for the week's programs and a listing of featured songs. Each day's activities begin with the goals of the day's work and what the day's work can help children learn. A listing of required materials is also provided. The activities are fully explained, and further questions and areas of investigation are suggested. Several appendices include recipes for homemade modeling dough, toothpaste, finger paint, and pastes. Directions for play props, children's food recipes, and a listing of songs and their lyrics are also included. The book contains a full index to assist users in locating specific types of activities. (SD)

ED 411 041 PS 025 609

Wallat, Cynthia; Steele, Carolyn I.
The Call To Pay Attention to Family Diversity: Constructing a Response.
PUB DATE- 97
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavioral Science Research; *Child Development; Children; Communication Research; Communication Skills; *Cultural Pluralism; *Family Environment; Family Life; Family Relationship; Family Role; *Family (Sociological Unit); Family Status; Family Structure; Group Dynamics; *Interaction; Interpersonal Competence; Interpersonal Relationship; Parent Child Relationship; Parents; Psychological Patterns; Psychological Studies; Socialization
IDENTIFIERS- Family Development; *Family Functioning; Family Research

The objective of this paper is two-fold. First, to address continued criticism of a general lack of attention to diverse aspects of family development due to continued reliance on traditional ways of assessing and conceptualizing family interaction. Second, to address recent recommendations to educate professionals who are capable of promoting understandings of diversity in family process (e.g., parenting styles, communication) in the social institutions in which they work. An illustration of conducting a contrastive analysis of the meanings of interaction reported in family research and clinical practice journals is presented to address the overall objective. The illustration of a blueprint for examining the meaning of interaction in different family life situations

PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Academic Persistence; Attendance; Classroom Environment; *Cooperative Learning; Dropouts; Grade 6; Grade 9; Group Activities; Grouping (Instructional Purposes); High Schools; Intermediate Grades; Learning Problems; Learning Strategies; Program Effectiveness; *School Holding Power; Student Alienation; Student Attitudes; *Student Attrition; Student Interests; *Student Motivation; Student Problems; Student School Relationship; Withdrawal (Education)
IDENTIFIERS- *Authentic Assessment; Learning Environment; Learning Groups; *Student Engagement

This action research project implemented and evaluated a program for increasing student engagement and retention through the use of authentic assessment and cooperative groups. The targeted population consisted of one sixth grade class in an elementary school and two ninth grade classes in a high school located in different communities in the far northern suburbs of Chicago, Illinois. The problems of student engagement and retention were documented through teacher observation, student survey data collection, pre-intervention results, and post-intervention results. Analysis of probable cause revealed that students showed little if any ownership for their own learning, took a minor role in the development of learning activities, and had little if any authentic assessment instruments incorporated into their learning. Teachers felt that students studied only for the test grade without any regard for the transfer of what they had been taught. A review of solution strategies suggested by knowledgeable others and analysis of the problem setting resulted in two major categories of intervention: the use of cooperative groups within the classroom, and the application of authentic teaching and evaluation devices. Post intervention data indicated an improvement in student involvement and ownership, and an increase in retention and transfer of learning. (Forty appendices include surveys, data sheets, and assessment tools.) (Author)

ED 411 059 PS 025 695

Moore, Gary T., Comp.
Comprehensive Bibliography on Child Care and Preschool Design. Architecture for Education.
PUB DATE- 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Architectural Character; Architectural Research; *Architecture; *Building Design; Built Environment; *Classroom Design; Design Requirements; *Educational Facilities Design; Educational Facilities Planning; Foreign Countries; Outdoor Education; Playgrounds; Preschool Education; Space Utilization
IDENTIFIERS- American Institute of Architects; Canada; Israel; Japan; *Playground Design; *Playground Equipment; United States

Excellence in design of child care and other preschool facilities is an emerging issue in the architectural profession. This bibliography is intended to aid architects and other designers, child-care directors, policy makers, and researchers to locate the most up-to-date and best sources of design-relevant information. The bibliography is based on the University of Wisconsin-Milwaukee Center for Architecture and Urban Planning Research database and collection of resources, which covers 15 years of research and amassed consulting services on child care

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Classroom Environment; Early Childhood Education; Elementary School Teachers; Interpersonal Relationship; Learning Experience; Learning Processes; Preschool Teachers; *Teacher Education; Teacher Effectiveness; *Teacher Student Relationship

Transcendent teacher-learner relationships are spontaneously occurring ones in which teacher and learner transcend, or go beyond, their traditional interactive roles; transcendent teacher-learner interaction is mutually reciprocal, liberating, and growth-oriented. This paper discusses data collected from students enrolled in an early childhood Master's degree course on the topic of transcendence in teacher-learner relationships. Data consists of journal writings, class inquiry, and class discussions completed during a Teacher-Learner Relationships course. Characteristics of transcendent relationships are identified, including mutual benefits for both relators and how frequently such relationships have positive impact. The implications of such relationships are discussed, as is their significance for learning scenarios that otherwise may be crippled by teacher-learner alienation, and learner non-engagement and non-ownership of the learning process. By exploring and analyzing the stories of those who have enjoyed transcendent relationships, the paper identifies: the qualities and characteristics indicative of transcendent atmospheres and interactions, how transcendence in teaching-learning relationships has been invited and facilitated, how learning has been broadened and enhanced within the context of transcendence, how transcendent relationships have facilitated the development of learning communities, and how transcendent phenomena affects relators. Contains 15 references. (JPB)

ED 411 077 PS 025 760

Pendleton, D. Renee, Comp.; Kahn, David, Ed.
The Adolescent Colloquium (Cleveland, Ohio, October 3-6, 1996). Summary of the Proceedings.
PUB DATE- 96
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; Educational Environment; Educational Needs; *Montessori Method; Program Development; Program Implementation; School Community Relationship; Secondary Education; Staff Development; Teacher Student Relationship
IDENTIFIERS- Challenge; Cosmic Approach; *Erdkinder; Montessori Schools; Spiritual Development

This publication summarizes the proceedings of a Montessori colloquium on adolescence, designed for trainers and practitioners to find common ground between the theory of Erdkinder (observing children and, accordingly, creating a suitable environment) and practice as seen in current Montessori secondary programs. Opening remarks on the need for a common vision were made by Renilde Montessori. The paper topics were: (1) adolescents' educational needs (John Long); (2) spiritual development and healthy environments for adolescents (Pat Ludick); (3) adolescents' need for challenge, changing relationships with teachers, and responsibility (Larry Schaefer); (4) Conscious Cosmic Education (John McNamara); (5) program implementation (Linda Davis); (6) the need to meet the

Americans; *Leadership Training; Limited English Speaking; *Parent Education; *Parent School Relationship; Parent Student Relationship
IDENTIFIERS- Epstein (Joyce L)

The Center for Parent Education at the University of North Texas conducted a case study based on parent involvement training sessions offered in the spring of 1997 at Tomas Rivera Elementary School, Denton, Texas. The study involved low income English- and Spanish-speaking Hispanic parents whose children were considered high-risk students. The primary goal of the program was to enhance the educational achievement of children and youth through encouragement of parental involvement in the education of high-risk student populations. A target group of seven parents participated in either an English-speaking or Spanish-speaking group, both of which met for six sessions. The theoretical foundation for the sessions' content was based on Joyce L. Epstein's model of six types of involvement necessary to construct a bridge between school and the family. Conducting parent-involvement training in Spanish was a key element to the success of the program. Parents were able to gain empowerment, communication, and advocacy skills by being allowed to speak about their childrens' education in their native language and in a peer-group environment. Lack of Spanish-language translation in PTA meetings and other examples of interaction between family and school were identified as hindrances to parental involvement. A follow-up project was also implemented to enhance the previous training. (An appendix lists the program agendas for each of the six sessions. Contains 11 references.) (JM)

ED 411 094 PS 025 794

Colletta, Nat J.; Reinhold, Amy Jo
Review of Early Childhood Policy and Programs in Sub-Saharan Africa. World Bank Technical Paper No. 367, Africa Region Series.
PUB DATE- 97
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; *Child Development; Child Health; Community Involvement; Cultural Awareness; Early Childhood Education; *Early Intervention; Family Involvement; Financial Support; Foreign Countries; Government Role; Infants; Institutional Characteristics; Nutrition; Poverty; Preschool Children; *Public Policy; Refugees; School Readiness; Teacher Education; Young Children
IDENTIFIERS- *Africa (Sub Sahara); National Planning; Program Characteristics

Children in Sub-Saharan Africa face the greatest challenges to healthy development of any region in the world. This report presents reviews of 11 Early Childhood Development programs, studied to define financial and institutional conditions necessary to sustain early intervention efforts. Interviews and existing documentation from governmental and non-governmental organizations provide information about the programs and policies that directly affect children, ages birth to six, and their families. The findings point to gaps in existing policies and research, identify the enabling conditions needed for programs to be implemented, and reveal issues to be considered prior to designing new programs. The report's introductory chapter indicates the focus and methodology of the study.

Papers/Essays (120)
DESCRIPTORS- Agriculture; *Change Strategies; Educational Change; Educational History; Educational Strategies; Elementary Secondary Education; Individualism; Industrialization; Role of Education; Rural Areas; Rural Education; *Rural Schools; Rural Sociology; *School Community Relationship; *School Role; *Social Change; Teacher Role; Values
IDENTIFIERS- *Community Renewal; *Sense of Community; Sense of Place; World Views

This book addresses the role that rural schools can play in promoting community and developing a community-oriented world view. Specifically, this book suggests that rural schools, through concerted pedagogical and curricular attention to the dynamics of their particular place, can rekindle community allegiance and can nurture the fulfillment that one finds in meeting community obligations. Part 1, "The Creation of Community from a Historical Perspective," examines the ideas upon which community was built in the past. The chapters in this section propose that intradependence, cyclic time, and the avoidance of risk--three agrarian communal characteristics--were once a vital part of the health and well-being of communities; that these characteristics, though in severe decline, still linger in rural portions of the United States; and that the decline of these characteristics has coincided with the rise of an industrial world view encompassing notions about the self, the economy, the proper role of government, and the role of education as training for successful competition in a global economy. Part 2, "Public Policy and the Subordination of Community," chronicles historical developments that undermined community elements and bolstered cultural infatuation with the individual. In this section of the book, rural history represents an American tragedy perpetrated by urban commercialist interests under the guise of "progress," resulting in the decline of rural communities. Part 3, "Education and the Renewal of Community," addresses the simultaneous renewal of rural schools and communities based on rebuilding rural communities on an educational rather than an economic foundation. The chapters in this section provide examples of ways that this renewal process can be initiated in both the community and schools. Contains references in chapter notes and an index. (LP)

ED 411 112 RC 021 124

Foley, Douglas E.
Learning Capitalist Culture: Deep in the Heart of Tejas. Contemporary Ethnography Series.
PUB DATE- 90
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Anglo Americans; Capitalism; Critical Theory; Ethnic Bias; *Ethnic Relations; Ethnography; *High School Students; High Schools; Marxian Analysis; Mexican American Education; *Mexican Americans; *Popular Culture; Small Towns; Social Change; *Social Class; Social Status; Student Experience; Student Subcultures
IDENTIFIERS- *Cultural Reproduction; Hispanic American Students; Texas (South)

This ethnography is about life in a small south Texas town painfully undergoing cultural and political change since the late 1960s. Since its inception, the Chicano civil rights movement has challenged local vestiges of racial segregation, "Effectiveness of Small Group Problem Solving Within Classroom Settings" (Alston, Maher); "Cognitive Controls: Are They Related to Mathematics Problem Solving Performance?" (Biggerstaff); "Teaching Experiment

ED 411 127 SE 056 279

Damarin, Suzanne K., Ed.; Shelton, Marilyn, Ed.
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (7th, Columbus, Ohio, October 2-5, 1985).
PUB DATE- 85
NOTE- 393p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academically Gifted; Affective Behavior; *Algebra; *Arithmetic; Beliefs; Cognitive Development; *Computer Uses in Education; Educational Research; Elementary Secondary Education; *Geometry; *Mathematics Education; Metacognition; Problem Solving; Sex Differences; Spatial Ability; *Teacher Education

This proceedings from the annual conference of the North American Chapter of the International Group for the Psychology of Mathematics Education includes the following topics and authors: area measurement (C. B. Beattys, C. A. Maher); error patterns (H. C. Bebout); formative evaluation (J. C. Bergeron, N. Herscovics, N. Nantais); interactive computer environment (J. L. Bohren); emotion and cognition (L. Brandau); meaning (C. A. Brown, T. J. Cooney); misconceptions research (J. Confrey, A. Lipton); variable (C. L. Crook); number sentences (E. De Corte, L. Verschaffel); teacher attitude (L. J. DeGuire); arithmetical schemes (B. A. Eshun); everyday problems (R. Even); teaching models (E. Filloy, T. Rojano); problem solving (M. L. Frank); similarity concepts (A. Friedlander, G. Lappan, W. M. Fitzgerald); word problems in high school (C. Gaulin, A. El Boudali); heuristics (G. A. Goldin); problem solving (G. A. Goldin, J. H. Landis); metacognition (L. C. Hart, K. Schultz); proportional reasoning (P. Heller, T. R. Post, M. J. Behr); algebra (N. Herscovics, L. Chalouh); multiplication (R. Howell, B. Sidorenko, J. Jurica); word problems (J. J. Kaput, J. L. Schwartz, J. S. Poholsky); algebraic equations (C. Kieran); linguistic model (D. Kirshner); learned helplessness (P. Kloosterman); teaching strategies (J. R. Kolb, W. Truman); error patterns (V. L. Kouba); authoring languages (R. Lesh); problem solving (C. A. Maher); children's heuristics (C. A. Maher, A. Alston); chronometric analysis (J. Mestre, W. Gerace, A. Well); predicting achievement (M. R. Meyer, E. Fennema); preservice attitudes (D. Miller); computers and mathematical thinking (J. M. Oprea); decimal concepts (D. T. Owens); preservice views (J. Owens, E. Henderson); iteration (M. K. Prichard); inclusive solutions (S. K. Reed); research methodologies (D. Reinking); neuropsychological research (L. J. Sheffield); geometry and computers (M. Shelton); auditory perception (G. B. Shirk, C. O. DeFosse); diagrams (M. A. Simon); anxiety (R. G. Underhill, J. R. Becker); arithmetic books (J. van den Brink); symbolic algebra computers (R. H. Wenger); and representational schemes (G. B. Willis, K. C. Fuson). Symposia topics are: research framework for concept and principle learning (J. L. Kolb; L. Sowder; L. V. Stiff; P. S. Wilson); multifaceted cognitive domain: implications for teaching (D. Buerk; R. L. Dees; M. A. Farrell; J. L. McDonald); and Logo and mathematics learning (S. B. Ludwig, T. E. Kieren; J. Olive; P. W. Thompson; W. Watkins, G. Brazier; P. S.

"Understanding the Division Algorithm from New Perspectives" (D.W. Carraher); "Negative Numbers Without the Minus Sign" (T.N.

ED 411 140 SE 058 802

Proceedings of the Annual Conference of the International Group for the Psychology of Mathematics Education (13th, Paris, France, July 9-13, 1989), Volume 1.
PUB DATE- 89
NOTE- 303p.; For volumes 2 and 3, see SE 058 803-804.
LANGUAGE- French; English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Education

This proceedings of the annual conference of the International Group for the Psychology of Mathematics Education (PME) includes the following papers: "Transformations Accelerees de l'Education Scientifique Pendant la Revolution Francaise" (Jean Dhombres); "Building on the Knowledge of Students and Teachers" (Thomas P. Carpenter & Elizabeth Fennema); "Hardiesse et Raison des Recherches Francaises en Didactique des Mathematiques" (Colette Laborde); and "Mathematical Literacy for All Experiences and Problems" (Paolo Boero); "Re-Exploring Familiar Concepts with a New Representation" (A. Arcavi & R. Nachmias); "La Construction du Concept de Figure chez les Eleves de 12 Ans" (G. Arsac); "The Role of Conceptual Models in the Activity of Problem Solving" (F. Arzarello); "How to See Equality in the Difference: An Old Problem with Educational Value" (L. Bazzini); "Exploring Children's Perceptions of Multiplication Through Pictorial Representations" (C. Beattys & C. Maher); "Affective Aspects of the Learning of Mathematics" (M. Beharie & Y. Naidoo); "A Conflict and Investigation Teaching Method and an Individualized Learning Scheme: A Comparative Experiment on the Teaching of Fractions" (A. Bell & D. Bassford); "Some Results of a Large Scale Evaluation of the New Syllabus at French College Level" (A. Bodin); "Grade 8 Students' Understanding of Structural Properties in Mathematics" (L.R. Booth); "Unconditional Mathematics" (L. Brandau & K. Richmond); "Comparison of Teacher and Pupil Perceptions of the Learning Environment in Mathematics" (M. Carmeli, D. Ben-Chaim, & B. Fresko); "Numeracy Without Schooling" (T.N. Carraher); "Strategies and Error Patterns in Solving Rotation Transformation" (C. Chien); "A Solo Mapping Procedure" (K.F. Collis & J.M. Watson); "Le Discours Justificatif en Mathematique: L'implication du Locuteur selon la Representation du Referent" (D. Coquin-Viennot); "Qualitative and Quantitative Time Reasoning in Children" (J. Crepault & S. Samartzis); "The Multidimensional Nature of the Pre-Concepts of Number" (C. Dassa, J.C. Bergeron, & N. Herscovics); "Protocols of Actions as a Cognitive Tool for Knowledge Construction" (W. Dorfler); "Representations du Fonctionnement d'une Procedure Recursive en Logo" (C. Dupuis & D. Guin); "Langage et Representation dans l'Apprentissage d'une Demarche Deductive" (R. Duval); "Towards a Theory of Transition" (N.F. Ellerton & M.A. Clements); "Validation d'un Logiciel d'Aide a la Resolution de Problemes Additifs" (M.C. Escarabajal & M. Kastenbaum); "How Big is an Infinite Set? Exploration of Children's Ideas" (R. Falk & S. Ben-Lavy); "Hypothetical Reasoning in the Resolution of Applied Mathematical Problems at the Age of 8-10" (P.L. Ferrari); "Two Different Views of Fractions: Fractionating and Operating" (O. Figueras); "Psychological Difficulties in Understanding the

ED 411 162 SE 060 571

Burton, Larry D.
Hitting the Issues Head On: Using Role Play in Science Education.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Meeting of the National Science Teachers Association (New Orleans, LA, April 3, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Strategies; Elementary Secondary Education; *Interdisciplinary Approach; Learning Strategies; Lesson Plans; Perspective Taking; *Role Playing; Science Curriculum; *Science Education; Teacher Workshops

This paper presents materials from a workshop on using role playing in science education. It contains the basics of role play therapy including the purposes of the strategy, establishing a classroom climate for role play, guidelines for interaction in role play, preparation for role play and possible focuses of a role playing session, step-by-step procedures, two role play lessons, handouts that define the various roles, and a sample role playing form. The materials provide detailed steps that can guide teachers through the process of involving their students in role play in order to enhance learning in science. (DDR)

ED 411 163 SE 060 572

Burton, Larry D.
Scientific Processes across the Curriculum.
PUB DATE- 96
NOTE- 14p.; Paper from a workshop presented at the Joint Conference on Teaching Science and Mathematics (Little Rock, AR, November 8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Educational Strategies; Elementary Secondary Education; *Interdisciplinary Approach; Learning Strategies; Lesson Plans; *Problem Solving; Science Curriculum; *Scientific Methodology; Teacher Workshops; Thinking Skills
IDENTIFIERS- *Taba (Hilda) Teaching Strategies

This paper provides materials for a teacher workshop on the application of scientific processes across the curriculum. The approach is based on Taba's Inductive Model, and these materials contain sections on the purposes of Taba's model, teaching strategies used in Taba's model, the concept formation process, interpretation of data, application of principles, the scientific processes used in Taba's model, a planning guide to inductive thinking, an inductive thinking lesson that includes student handouts, a self-assessment check sheet for Taba's inductive model, and a coaching form for inductive thinking. (DDR)

ED 411 164 SE 060 580

Chapman, Susan
Careers in Agriculture: June 1993-March 1997. Quick Bibliography Series No. QB-97-05.

Problem"; and (20) "Project Vista." Unit 4 concentrates on two methods for specifying consequences and exploring alternative futures and includes: (21) "Using Future Wheels To Construct Forecasts"; (22) "Using Scenarios To Construct Forecasts"; and (23) "Life in Vista." The reference section contains a discussion about students in groups, techniques for generating ideas, a description of future studies, and a 149-item bibliography. (EH)

ED 411 186 SO 027 599

Suzuki, Lisa A., Ed.; Meller, Paul J., Ed.; Ponterotto, Joseph G., Ed.
Handbook of Multicultural Assessment: Clinical, Psychological and Educational Applications. First Edition. Jossey-Bass Social and Behavioral Science Series.
PUB DATE- 96
NOTE- 717p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Clinical Diagnosis; Data Interpretation; *Educational Assessment; Evaluation Methods; Evaluation Problems; Evaluation Research; *Evaluation Utilization; *Multicultural Education; Needs Assessment; *Psychological Evaluation; Testing; Tests

This handbook brings together contributions by scholars in the areas of psychometrics, assessment, and evaluation who have expertise in the application of testing and assessment in multicultural environments. The book provides a comprehensive view of various cultural issues and offers updated information pertaining to the usage of major psychological instruments. Special emphasis is placed on the fact that normative data are based primarily on samples of U.S. participants rather than on those of the specific subculture to which the individual to be assessed belongs. The tendency to ignore the variability existing among subcultures within a commonly accepted subculture is explored with illustrations of the differences in Spanish vocabulary between Mexican and Puerto Rican children. Topics covered are extensive and range from a review and integration of the most current literature on multicultural assessment issues to information about the cross-cultural usage of the most popular psychological measures. The book is divided into four parts containing 21 essays written by 41 authors. Part 1 addresses general issues in multicultural assessment. Part 2 analyzes social and emotional assessment. Part 3 investigates cognition and educational assessment. Part 4 examines emerging issues in assessment. (EH)

ED 411 187 SO 027 653

Primary School Repetition: A Global Perspective.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; *Comparative Education; *Developing Nations; Dropouts; Elementary Education; Foreign Countries; *School Holding Power; Student Attrition; World Affairs; World Problems

This booklet comes from a workshop, "School Repetition: a Global Perspective," held in Geneva (Switzerland) in February 1995, This paper presents the results of a study of relationships between elements of the school professional learning environment and dimensions of caring and efficacy motivation among teachers. The sample for the study consisted of 1009 elementary and secondary school teachers from 29 schools in two suburban/rural school districts in a southeastern state. The teachers completed questionnaires that measured: teachers' perceptions of a range of conditions in schools that stimulate and support professional learning and growth; teachers' personal and organizational levels of efficacy motivation; and four affective components of human caring. The results showed: that measures of the professional learning environments of schools, human caring, and efficacy motivation can be determined with reasonable reliability; that positive relationships exist between elements of the professional learning environment of schools and teacher levels of efficacy motivation related to goal persistence and response to failure; and that a strong relationship exists between good teacher and administrator relationships and opportunities for professional development. These results are important as they relate to theory building, teacher development, and perhaps school improvement. Five data tables are attached. The appendix provides copies of the demographic information form, and copies of The Professional Learning Environment Inventory, The Teacher Self and Organizational Efficacy Assessment, and The Human Caring Inventory. (Contains 11 references.) (JLS)

ED 411 207 SP 037 490

Rearick, Mary L.
Beyond the Ivory Tower: Results of a Series of Reflective and Inquiry-Oriented Staff Development Workshops at an Urban Elementary School.
PUB DATE- 96
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; Elementary Education; Elementary School Students; Elementary School Teachers; Elementary Schools; Inquiry; *Literacy; *School Community Relationship; *School Culture; *Staff Development; *Teacher Workshops; Urban Schools
IDENTIFIERS- Reflective Analysis

Aspects of the school environment and interactions in the larger school-community context that affect children's literacy were examined in a school located in a predominantly lower income urban community in the northeast where 97 percent of the students are African American, Jamaican, or Hispanic. Four dimensions of the literacy program were studied: (1) subject matter and pedagogical content knowledge; (2) teaching arrangements and strategies; (3) the learner's development and understanding; and (4) social conditions and issues. Data were collected over a 7-month period from participant observation in strategic planning meetings, school socials, student council elections, significant school-wide assemblies, empirical observations in hallways, meetings and classrooms, and from surveys, inventories, interviews, and staff development workshops. Findings indicate that parents are actively involved with a clearly articulated vision and children's voices are heard in planning meetings, at school assemblies and in student

Attitudes; Student Teaching; *Teacher Attitudes; Teacher Educators; Teacher Influence; *Teacher Role; Teacher Student Relationship

This study followed six "culturally aware" teachers through student teaching and their first three years of teaching. It looks at how their life experiences or life stories affect classroom practices. Using collaborative methodology, the findings suggest the role of "gate opener" which represents the common as well as the diverse ways all the participants see themselves. All the teachers, including the researchers/teacher educators, can be seen as keeping watch at the "gates" of schooling and educational opportunities (in the traditional sense). As "gate openers" they look for ways to let students into success in school and access to middle class. They also see the need to change the perceived norm for acceptance. This has particular significance for teacher educators reminding them of the opportunities to be informed by their students who have alternative perspectives. It points to the need to make room for culturally aware students perspectives in university classrooms and to take seriously the responsibility to work toward equity in universities as well as elementary and high school classrooms. (Contains 43 references.) (Author/ND)

ED 411 227 SP 037 517

Falba, Christy J.; Zehm, Stanley J.; Bean, Tom; Markos, Patricia A.; Dixon, Juli K; McKinney, Marilyn

Choreographing Change One Step at a Time: Integrating Technology in Teacher Education.

PUB DATE- 97

NOTE- 55p.; A symposium presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; College Faculty; *Computer Uses in Education; Educational Innovation; Electronic Mail; Elementary Secondary Education; Higher Education; Internet; *Preservice Teacher Education; *Teacher Attitudes; Teacher Educators; Teacher Improvement; *Teacher Student Relationship; World Wide Web

IDENTIFIERS- Preservice Teachers; Research Teaching Relationship; *Technology Integration

The papers presented as part of this symposium explore several aspects of integrating technology in teacher education. The title paper, presented by Christy J. Falba, reports on a study to investigate the process and progress of integrating technology into university level teacher education courses from the perspective of the university instructor. The study examined reasons for including technology in courses and concerns about innovation, in the context of six individual case studies of university faculty. The five seminar presentations are: "Technology Integration, Research, and Teaching: Balancing Social Contexts" (Tom Bean); "Cybersurfing: A New Professor Catches the Waves" (Juli K. Dixon); "Just the Tip of the Iceberg" (Patricia A. Markos) describing a career counseling curriculum that uses the Internet; "Learning To Deal with Ambiguities of Electronic Portfolios: Reassessing Visions of Technology To Deal with Reality" (Marilyn McKinney); and "E-mail Dialogue: Supporting the Preservice Teacher s Personal-Professional Voice" (Stanley J. Zehm). Individual papers find procedures for identifying effective schools, classrooms, and teachers that help students continue to learn academically. As a result, researchers have been modeling schools and classrooms to calculate productivity indicators that will withstand not only statistical review but political criticisms. There are two main approaches to this problem; one uses pretest and posttest scores of students and the other uses student gain scores. In this paper, a model is developed for each approach, and their results are discussed. The outcomes of each model are School Effective Indices (SEI) and Classroom Effective Indices. A set of criteria is established and the SEIs these models produce are tested against these criteria using hierarchical linear modeling (HLM) to determine the "better" approach. It is suggested that both models produce very similar results. If HLM software from SSI Inc. is used, then the pretest-posttest two-level model is more convenient and efficient to use than the three-level Gain model. (Contains four tables and six references.) (Author/SLD)

ED 411 246   TM 027 112

Monaco, Malina
A Monte Carlo Study of Skewed Theta Distributions on DIF Indices.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Estimation (Mathematics); *Item Bias; *Monte Carlo Methods; *Statistical Distributions; Tables (Data); *Test Items
IDENTIFIERS- Item Bias Detection; Mantel Haenszel Procedure; *Skew Curves; *Theta Estimates

The effects of skewed theta distributions on indices of differential item functioning (DIF) were studied, comparing Mantel Haenszel (N. Mantel and W. Haenszel, 1959) and DFIT (N. S. Raju, W. J. van der Linden, and P. F. Fleer) (noncompensatory DIF). The significance of the study is that in educational and psychological data, the distributions one deals with are sometimes not normal, and that could translate into a skewed distribution. Monte Carlo procedures were used to generate the data under normal and skewed conditions for 1,000 and 500 examinees each in focal and reference groups and a test length of 40 items. The thetas for the examinees were drawn from normal, positively skewed, and negatively skewed distributions. Item and ability parameters were estimated though the BILOG computer programs. The effectiveness of each DIF index was determined by examining the true positive ("hits") and the false positive rates. The Mantel Haenszel, Lord's chi square, and noncompensatory DIF detected uniform DIF items very well. Precision of detection increased as sample size increased with all methods. All three methods tended to have difficulty detecting nonuniform DIF items. Precision declined for all methods at the extreme skew, but moderate skews do not affect detection much at all. It is recommended that researchers use a combination of DIF detection methods as seems appropriate to the conditions. (Contains 11 tables and 23 references.) (SLD)

ED 411 247   TM 027 121

forms of a test they would prefer to take. By their nature, computerized adaptive tests (CAT) add extra complexity for score comparability issues. At a minimum, comparability between a CAT and a paper-and-pencil (P&P) form means that the score each examinee gets on the CAT and P&P forms should be as interchangeable as possible in terms of the construct being measured and the measurement precision of that construct. The importance of the content issue, termed "content balancing," has been expressed by several researchers. The relative importance or appropriateness of content areas to different regions of the ability scale should guide development of both CAT and P&P forms. Among the approaches suggested for content balancing is a conditional balancing approach advocated by T. C. Davey and L. Thomassen (1995). The simulation study described in this paper extends Davey's approach by including realistic item exposure controls. An artificial 25-item P&P math test was used as a reference and target test for the CAT conditions. Results from this preliminary study seem to confirm the assertion that it is possible to employ item content controls appropriately during item administration of a CAT, following targets based on natural distribution of item content as a function of ability so that total measurement precision is not severely negatively impacted. (Contains 21 figures and 20 references.) (SLD)

ED 411 266   TM 027 222

Safe Schools Initiative Final Report: 1995-96.
PUB DATE- 96
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Change; Drug Abuse; Elementary Secondary Education; Federal Aid; Grants; Prevention; Program Development; Program Implementation; *School Safety; *Student Attitudes; *Teacher Attitudes; *Urban Schools; *Violence
IDENTIFIERS- Final Reports; *Houston Independent School District TX

The Houston Independent School District (HISD) (Texas) was one of 16 districts nationwide to receive a Department of Education Safe Schools Discretionary Grant for the 1995-96 school year. This federally funded violence prevention program was called the HISD Safe Schools Initiative. The grant established a model for integrating existing and new programs into an effective system of operation that can be replicated in other schools and large urban school districts. The initiative established a pilot program to promote safe, drug-free, and violence-free schools through 18 components addressing safety from the standpoint of education, social services, law enforcement, and community organizations. All 17 schools in a section of the school district implemented at least one component. The degree of program implementation varied from school to school. In that part of the school district, serious police incidents, less serious incidents, total incidents, and incidents leading to arrest decreased, while total incidents increased overall in the HISD. Student attitudes and behaviors tended to be less violent as a result of the program, although differences were small, and no differences in attitudes toward drugs were found. Teachers and students responded favorably to the program, although teachers continued to be concerned with issues of drugs and violence in the schools. Communication and coordination difficulties caused problems in program implementation, and recommendations for continued violence

Understanding Policy Issues of State Higher Education Finance through Case Study Research.
PUB DATE- 97
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Government School Relationship; *Higher Education; In State Students; Out of State Students; Parent Financial Contribution; *State Aid; State Colleges; *State Government; State Universities; Student Financial Aid; *Taxes; Two Year Colleges
IDENTIFIERS- *California

The paper addresses California state funding of higher education in the context of an anticipated increase in enrollment in the near future. It traces the policies of funding the system from 1990 to 1995. Simultaneous studies in Florida, Michigan, Minnesota and New York provide data for comparative analysis. The paper examines factors influencing state funding grouped into three categories: (1) contextual those factors such as a past policy, administrative action or environmental condition which results in a change over a short period of time; (2) transactional factors influenced by both state and institution such as student fees and the percentage of government vs. family financing; and (3) controllable factors which may be the most influential but about which there is little agreement. Matrixes listing these factors are provided. The study concludes that the stake holders in higher education should look at higher education funding systematically considering the multiple factors and their interaction for clearer decisions and policies. (Contains 47 references.) (DM)

ED 410 836 HE 030 410

Benjamin, Lois, Ed.
Black Women in the Academy. Promises and Perils.
PUB DATE- 97
NOTE- 360p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Aspiration; Administrators; *Black Achievement; *Black Education; Blacks; Career Development; College Administration; *College Faculty; College Instruction; Epistemology; Females; Feminism; Feminist Criticism; Higher Education; *Minority Group Teachers; Personal Narratives; Racial Attitudes; Racial Discrimination; Sex Bias; Sex Discrimination; *Sex Fairness; *Womens Education
IDENTIFIERS- African Americans

This book includes 30 essays by black women college administrators and faculty. The essays explore the thematic issues of identity, power, and change and examining the impact of racism and sexism in institutions of higher education. Essay authors come from both historically black and predominantly white institutions, public and private institutions, research and teaching institutions, coeducational and women's colleges, and from diverse disciplines, regions, and age strata. The volume consists of seven parts which address: (1) an overview of black women in the academy; (2) epistemological and ontological issues; (3) teaching and research issues for black cooperation, and at organization and management issues such as defining academic quality and total quality management precepts. (Contains 165 references.) (CH)

ED 410 853 HE 030 428

Clark, Ian; Morgan-Klein, Brenda; Raffe, David; Schuller, Tom
Part-Time Higher Education in Scotland. Interchange, No. 45.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh. Research and Intelligence Unit.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Attendance; Case Studies; *College Students; Education Work Relationship; Educational Finance; *Enrollment; Foreign Countries; Higher Education; *Part Time Students; Participant Characteristics; Participant Satisfaction; *Participation; Partnerships in Education; School Business Relationship; Student Educational Objectives; Student Financial Aid; Student Motivation; Student Participation; Work Study Programs
IDENTIFIERS- *Scotland

This study examined the current role of part-time higher education at first degree and Higher National Certificate/Diploma levels in Scotland. It looked at patterns of participation and availability, and also assessed the advantages and disadvantages of part-time study from the perspective of students, institutions, and employers. The research included analysis of statistical and documentary evidence, interviews with higher education policymakers, and case studies of part-time programs at four institutions. Among findings of the study were: (1) while the absolute number of part-time students in Scotland has increased, the percentage of students attending part time has declined; (2) employer support for part-time study is qualified and links between institutions and employers are patchy; (3) part-time students have diverse backgrounds and most combine personal and vocational motives for studying; (4) the impact on the student's life can be disproportionate to the number of hours spent in the classroom; (5) student support services are often inadequate; (6) learning experiences differ for full-time and part-time students; and (7) part-time higher education requires a clear policy of support on the part of government, changes in the system of student finance, and institutional commitment. (CH)

ED 410 854 HE 030 429

Report on the Representation of Women and Minorities in Texas Public Institutions of Higher Education, 1994-1996.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Students; Black Teachers; College Faculty; Community Colleges; *Enrollment; Equal Opportunities (Jobs); Ethnic Groups; Faculty Integration; Faculty Promotion; Higher Education; Hispanic Americans; *Minority Groups; *Public Colleges; Public Education; Racial Balance; Racial Composition; State Colleges; State Universities; Statistical Data; Tables (Data); Technical Institutes; Women Administrators; *Women Faculty

Ridley, Dennis R.; Bailey, Brenda L.; Davies, Evan S.; Hash, Stanley G.; Varner, Donna A.
Evaluating the Impact of On-line Course Enrollments on FTEs at an Urban University. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Computer Uses in Education; Course Evaluation; *Distance Education; Educational Planning; Educational Technology; *Enrollment Influences; Enrollment Rate; Evaluation Methods; Higher Education; Instructional Effectiveness; *Online Systems; Program Evaluation; Program Implementation; Questionnaires; Student Attitudes; *Urban Universities
IDENTIFIERS- *AIR Forum; *Christopher Newport University VA

An alternative system of course delivery, wholly online computer-managed instruction, was evaluated to estimate its contribution to total full-time-equivalent (FTE) students two years after its implementation at Christopher Newport University (Virginia). CNU ONLINE offers eight online courses and one online degree program. In Spring 1997, nearly 500 students were pursuing studies in 34 offerings through CNU ONLINE. Online students completed a survey eliciting their reasons for online enrollment and whether those reasons precluded taking the classroom equivalent. Most frequent student reasons for taking online course work included a preference for online media; interaction with online colleagues; development of online skills; reduced travel expenses; and reduced travel time. Other analyses examined the campus-wide relationship between course load and commuting distance from campus, comparing pre- and post-implementation semesters. Results supported the hypothesis of a net FTE gain, as opposed to FTE redistribution. The results suggest the potential of online instruction to reduce negative effects of distance and scheduling. The survey is appended. (Contains 12 references.) (JLS)

ED 410 872 HE 030 468

Clarke, John R.
What Should Drive Educational Equity and Student Diversity in Australian Higher Education? Social Responsibility Versus Reporting Obligation. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 29p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; College Administration; *Diversity (Student); Educational Environment; Educational Policy; *Equal Education; Foreign Countries; Government Role; *Government School Relationship; Higher Education; Institutional Environment; Institutional Mission; Legislation; Minority Groups; Multicultural Education; Policy Formation; *Public Policy

NOTE- 32p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Seniors; *Educational Attainment; Grades (Scholastic); Higher Education; *Satisfaction; School Effectiveness; *Social Integration; *Student Attitudes; Success
IDENTIFIERS- *AIR Forum

Building on previous research, this study examined the reciprocal relationship between academic achievement and satisfaction of 1001 seniors at the University of Missouri-Columbia. Students completed a survey which measured overall satisfaction, ratings of academic and social experiences, whether the student would recommend the university to a friend, perceived academic effort, satisfaction with their achievement, and perceived social integration. Survey results were compared with the students' academic ability and achievement data. Data were analyzed using two sets of structural equation models. Results indicated that the relationship between satisfaction and achievement was an artifact of other aspects of students' college experiences, namely academic and social integration. (Contains 42 references.) (DB)

ED 410 891 HE 030 488

McLaughlin, Gerald W.; Brozovsky, Paul; McLaughlin, Josetta S.
Strategies in Retention Research. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 29p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Dropout Research; *Educational Environment; Higher Education; Institutional Research; *Outcomes of Education; School Attitudes; School Holding Power; *Social Environment; Student Motivation; *Withdrawal (Education)
IDENTIFIERS- *AIR Forum; *Virginia Polytechnic Inst and State Univ

This paper discusses the role of institutional researchers in changing attitudes within institutions of higher education on the importance of efforts to improve student retention. It describes activities undertaken at Virginia Tech to determine why students voluntarily withdraw from the university in the context of changing attitudes within the university. Kubler-Ross's five stages on death and dying are used as a model for attitude change at the institutional level. The five stages are: denial, hostility, bargaining, depression, and acceptance. Suggestions are made concerning how to assist the institution in moving through the five stages from denial to acceptance. These principles are illustrated with summaries of three studies at Virginia Tech: (1) a pilot study to obtain basic information on withdrawing students; (2) follow-up surveys of students who left after one year or less; and (3) a program of 18 specific projects to foster student success. Several challenges for institutional research are identified, including the role played in persuading individuals and stakeholders that

Also included are several policy insight reports on: (1) college student migration, (2) quality assurance in distance education, (3) 1996 legislative actions, (4) higher education and the job market, and (5) access. In addition to data included in the regional and state indicator section, there are 28 comprehensive data tables. Appended are the Carnegie classifications and a Web site address where a list of public and private institutions by state and sector may be obtained. (Contains approximately 50 references.) (CH)

ED 410 908 HE 030 506

Howard, Jeffrey, Ed.
Praxis I. A Faculty Casebook on Community Service Learning.
PUB DATE- 93
NOTE- 200p.; Foreword by Wilbert McKeachie.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Architecture; Biology; Case Studies; Citizenship Education; *College Instruction; Curriculum Development; *Curriculum Enrichment; Drama; English; Experiential Learning; Field Studies; Graduate Study; Higher Education; Political Issues; Political Science; Psychology; Public Health; Public Service; *School Community Programs; *Service Learning; Social Work; Sociology; Student Participation; Teacher Education; Theater Arts; Undergraduate Study; Urban Planning; Urban Studies; Womens Studies; Writing (Composition); Writing Instruction
IDENTIFIERS- Praxis

This book is addressed to faculty trying to incorporate or use community service learning in their courses. The 17 papers are grouped into those on generic issues, on undergraduate course models, and on graduate course models. The papers are: "Community Service in the Curriculum" (Jeffrey Howard); (2) "Preparing Students to Learn from the Experience of Community Service" (Allen Menlo); (3) "Community Service Learning as Innovation in the University" (Mark A. Chesler); (4) "Creating Spaces: Two Examples of Community-Based Learning" (Buzz Alexander); (5) "Integrating Service-Learning into a Course in Contemporary Political Issues" (Gregory B. Markus); (6) "Detroit Summer: A Model for Service-Learning" (Bunyan Bryant); (7) "Community Service Writing in an Advanced Composition Class" (Karis Crawford); "(8) "Field Research: A Complement for Service-Learning" (Kathleen Daly); (9) "Women in the Community: A Course in Social Change" (Christina Jose Kampfner); (10) "Taking Over the Reins: Service Projects in Environmental Studies" (Lisa Bardwell and Shannon Sullivan); (11) "Psychology in the Community" (Jerry Miller); (12) "Adapting Drama Activities for Individuals with Disabilities" (Hilary U. Cohen); (13) "Environmental Action Projects as Community Service Learning" (Peter B. Kaufman and Mari Ziegler); (14) "Contradictory Missions of a Tempered Radical's Teaching" (Sharon E. Sutton); (15) "Student Workshops as Community Service Learning" (Barry Checkoway), (16) "The Social Work Practicum as Service-Learning" (Lily Jarman-Rohde and John E. Tropman); and (17) "Linking Community Service with Independent Studies" (Toby Citrin);(Contains approximately 75 references.) (CH)

ED 410 909 HE 030 507

Higher Education. Verification Helps Prevent Student Aid Payments to Ineligible Noncitizens. Report to Congressional Committees.

Authorware Academic with few differences, although Academic lacks Open Data Base Connectivity. Afterburner is a small freeware program by Macromedia available from their homepage that breaks up a packaged Authorware piece into chunks that are suitable to send over an Intranet or Internet without considerable time lag. (AEF)

ED 410 927 IR 018 489

Juliano, Benjoe A.
Power Pedagogy: Integrating Technology in the Classroom.
PUB DATE- 97
NOTE- 13p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Classroom Communication; *Curriculum Development; *Educational Technology; Electronic Mail; Higher Education; *Instructional Innovation; Internet; Nontraditional Education; Teaching Methods; *World Wide Web
IDENTIFIERS- Connectivity; *Technology Integration; *University of South Carolina Coastal Carolina Coll

Connectivity on the Internet through the use of World Wide Web browsers is becoming commonplace in the classroom, at home, and in the office. The term, "power pedagogy" refers to any set of instructional methods designed to increase faculty productivity and to accommodate more students with existing facilities. This paper examines the use of the Web to supplement traditional instruction, focusing on use of the Web as an intranet teaching tool that establishes an extension of the regular classroom. At Coastal Carolina University (CCU) in South Carolina, new forms of technology-based curriculum delivery and student learning are being considered. Individuals with University computing accounts can access Usenet newsgroups through a public news server. Faculty can set up e-mail mailing lists to broadcast messages to all students registered in specific classes, majors, departments, or academic organizations. E-mail is also used for the submission and critique of assignments and similar work. Course-specific Web pages are used to facilitate posting of grades, distribution of announcements and class notes/handouts, course policies and course syllabi, and other similar material. Internet-based lab work is conducted by students and faculty in some departments of the School of Science. Advantages and disadvantages of technology-based instruction are discussed. (Contains 10 references.) (AEF)

ED 410 928 IR 018 490

Kandies, Jerry
An Administrative Model for Virtual Website Hosting.
PUB DATE- 97
NOTE- 6p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; *Computer System Design;

ED 410 946 IR 018 529

A Short History on the Application of Multimedia in Japanese Education.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English; Japanese
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Development; *Curriculum Development; Educational Policy; Educational Practices; Elementary Secondary Education; Foreign Countries; Instructional Materials; *Material Development; *Multimedia Materials; Teacher Education
IDENTIFIERS- *Japan

Research and development of educational multimedia in Japan started in 1988 with a project sponsored by the Ministry of Education, Science, Sports and Culture in collaboration with the Japan Audiovisual Education Association. This article describes the trends and prospects of the development of multimedia in education and teacher training curriculum for promoting the utilization of multimedia from 1988 to 1996. Discussion includes a background of multimedia technologies; progress of educational policies for multimedia, including a guidebook for multimedia use in primary and lower secondary schools, a report promoting multimedia use and promotion of the Internet in education; the educational meaning, characteristics and development of hypermedia; procedure of developing multimedia material; and teacher training curriculum for developing hypermedia material. (Contains 8 references.) (AEF)

ED 410 947 IR 018 530

Conte, Christopher
The Learning Connection: Schools in the Information Age. What's Going On.
PUB DATE- 97
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Computer Uses in Education; Curriculum Development; *Educational Change; Educational Development; Educational Needs; Educational Principles; *Educational Technology; Elementary Secondary Education; Equal Education; Professional Development; *Technological Advancement

Educators today are challenged with building a communications system that promotes educational values while at the same time teaching children to cope with a chaotic information environment. This report examines how educators are grappling with the difficult interplay of technological change and educational values. It begins by reviewing the potential for technology-driven education reform. The second section outlines an agenda for building the human infrastructure of the Information Age by addressing such issues as content, curriculum reform, professional development, assessment, equity and community involvement. The third section describes some of the activities of major institutional players in the educational technology arena. In the fourth section, it discusses how the success or failure of the effort to reform schools ultimately will be decided not in Washington, D.C., corporate board rooms, or state capitals, but in individual

Copyright Basics. Circular 1.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090),Reference Materials - General (130)
DESCRIPTORS- *Copyrights; *Federal Regulation; Legal Responsibility; Methods; *Publications; Publishing Industry
IDENTIFIERS- Copyright Law 1976; Copyright Office

This circular answers some of the questions that are frequently asked about copyright, a form of protection provided by the laws of the United States to authors of "original works of authorship" including library, dramatic musical, artistic, and certain other intellectual works. The Copyright Act of 1976 (title 17 of the United States Code), which came into effect on January 1, 1978, is the first general revision of U.S. copyright law since 1909; it makes important changes in the copyright system and supersedes the previous Federal copyright stature. This document includes sections on: what copyright is; who can claim it; copyright and national origin of the work; what works are protected; what is not protected by copyright; how to secure a copyright; publication; notice of copyright; transfer of copyright; international copyright protection; copyright registration; registration procedures; effective date of registration; corrections and amplifications of existing registrations; mandatory deposit for works published in the United States; use of mandatory deposit to satisfy registration requirements; who may file an applications form; application forms (for different types of publications and different purposes); mailing instructions; fees; search of copyright office records; and availability of further information. (AEF)

ED 410 967 IR 056 458

Devin, Robin; Baer, Nadine; Burkhardt, Joanna; Clayton, David; Morse, Ken; Moulson, Pauline; Osterhout, John; Rathemacher, Andree; Tierney, Tim; Yang, Charlene
The Electronic Information Resources Task Force Report.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; *Electronic Journals; Higher Education; *Information Technology; Internet; *Library Development; *Library Materials; *Library Planning; Program Evaluation; Strategic Planning; World Wide Web
IDENTIFIERS- *University of Rhode Island

The Electronic Information Resources Task Force was formed by the University of Rhode Island Library to evaluate the present program and plan for and develop improvements. The specific charges to this to this Task Force were to: evaluate the range of the electronic information and delivery mechanisms relevant to the programs of the University of Rhode Island; identify means to provide access to relevant electronic journals; develop a plan for implementing new resources and/or changing the configuration of existing resources; develop a working strategy and plan for integrating traditional library resources discussion of existing policies is provided. (JDI)

ED 410 987 JC 960 401

Performance Review of Accountability in the Community College System. Research Report 96-2.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Community Colleges; *Governing Boards; Program Evaluation; Program Implementation; School Effectiveness; *State Programs; Two Year Colleges
IDENTIFIERS- *Florida Community College System; *Trustee Role

In 1991, the Florida State Legislature established an accountability process for the state's community college system to foster institutional self-examination and improvement. In 1995, the Legislature undertook a review of the process to determine the extent that it had been implemented, the usefulness of specific documents, and the level of involvement of boards of trustees. Accountability reports prepared by all 28 community colleges were reviewed, while a sample of 13 colleges were requested to provide: documents used in developing accountability measures, agenda and minutes from accountability-related board meetings, lists of individuals involved in accountability, and recent presidential evaluations. The study concluded: the process had been successfully implemented at both the institutional and system levels; when the board of trustees were intimately involved in the process of accountability, its implementation was not uniformly apparent; board members who had served for more than 4 years were unaware of most recent legislative mandates; and institutions that had undergone or were preparing for accreditation review had more comprehensive accountability reports than other colleges. Recommendations developed from the findings include requiring trustee orientations, limiting the length that presidential contracts remain in force between board renewals, and consolidating the accountability process and performance-based budgeting. Sections from the State Education Code relating to accountability and a summary of college responses are appended. Contains 10 references. (YKH)

ED 410 988 JC 960 439

Strategic Plan, 1994-1998 Chattanooga State Technical Community College.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Educational Finance; *Educational Strategies; Environmental Scanning; *Long Range Planning; Organizational Development; *Organizational Objectives; *Strategic Planning; Two Year Colleges
IDENTIFIERS- Chattanooga State Technical Community College TN

This strategic plan for Tennessee's Chattanooga State Technical Community College (CSTCC) presents background information on the college and specific strategies to be implemented between 1994 and 1998. Following a message from the president, the history and purpose of CSTCC is described and vision and values statements are presented. Next, information is presented on the

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *College Planning; Community Colleges; *Enrollment Influences; *Enrollment Management; *Enrollment Projections; Environmental Scanning; Evaluation Criteria; Models; Prediction; Strategic Planning; Two Year Colleges
IDENTIFIERS- AIR Forum

Accountability in higher education most often concentrates on what and how to measure performance, but less often on how it can be used for planning, managing, and teaching. Besides serving higher education's consumers, accountability measures should also serve those who plan and manage institutions, especially those engaged in managing enrollments. Since enrollment is jointly determined by internal and external factors, the use of forecasting and simulation models can help managers determine alternative future scenarios. A three-phase model has been developed that incorporates such performance measures as enrollment forecasting and retention. In the first phase of the model, the past 25 years of a college's enrollment is "explained" in terms of internal policies related to fees and financial aid; demand-related variables, such as community demographics and economics; and supply-related variables, such as college budget, staffing, and curriculum. In the second phase, the variables used to explain enrollment are modified to forecast future enrollments, while in the third the forecast model is linked to a simulation model that uses performance measures related to enrollment management to determine the effect of specific changes. Contains 10 references. Fifteen tables showing outcomes from an implementation of the model at Arizona's Maricopa County Community College District are attached. (HAA)

ED 411 007 JC 970 454

Rieley, James B.
Environments for Change.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Principles; *Change Strategies; College Administration; Higher Education; *Organizational Change; Organizational Climate; Organizational Communication; *Organizational Effectiveness; *Organizational Theories; Organizations (Groups)

Although extensive research has been conducted on organizational change initiatives in recent years, much of this research has tended to focus on issues of the timing of the change, types of change, and/or rationale for change. In order to better understand the systemic dynamics of change, however, efforts should be made to examine the inherent structural beliefs held regarding change. Historically, key variables in the change process have included: the expectation that those in authority act with fairness; the corresponding pressure for change increases; and the assumption that a "right" solution exists, reflecting a binary approach to reality. In organizations today, pressures for change include increasing competition, decreasing resources, increasing demands for accountability, the acceleration in technological developments, and the demands of stakeholders for higher returns on investment. As these educational attainment of United States residents, earnings by educational attainment, programs that show excellent job prospects, the national transfer rate, workforce training outcomes, international education, disability support services, service learning, and videoconferencing use. Chapter 4 focuses on student tuition, fees, and financial aid, while chapter 5 presents data on institutional revenues and expenditures and community college employees by type of work, sex, employment status, and salary. Finally, chapter 6 provides an essay on the future of the community college. Contains a glossary and a list of 41 print and electronic resources. (JDI)

ED 411 025 JC 970 499

Clagett, Craig A.
Maryland Community Colleges Technology Needs Assessment Survey. Final Technical Report.
PUB DATE- 97
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Computers; Educational Needs; *Educational Technology; *Equipment Utilization; Facility Inventory; *Needs Assessment; Personnel Needs; Questionnaires; State Surveys; Tables (Data); *Technological Advancement; Two Year Colleges; Use Studies
IDENTIFIERS- *Maryland Community Colleges

In 1997, the Maryland Community Colleges Technology Council (MCCTC) undertook a survey of the state's 18 community colleges to assess the status of instructional and administrative technologies and their needs for improvement for the following 5 years. Fifteen-page questionnaires were sent to the colleges requesting information on instructional technology in place, intercampus networks and distance learning initiatives, technology support, administrative systems, and campus technology infrastructure. An analysis of completed questionnaires indicated that the colleges employed 11,599 personal computers for instructional purposes and another 4,831 for administrative purposes, although only 28% of the computers represented current technology (i.e., Pentium 133 or faster). The colleges anticipated a need for 6,974 additional computers by the year 2003 and indicated that a total of 1,190 full-time faculty would need to be trained in multimedia instructional techniques and distance learning methodologies. In addition, the colleges reported a need for 226 additional technical support staff to install and maintain networks, hardware, and software. Administrative systems improvements and infrastructure upgrades were also needed on most campuses. Appendixes provide a proposal for enhancing Maryland's community college technology, including discussions of necessary enhancements, funding limitations, and four specific strategies for improving technology; the survey instrument, cover letter, and guidelines for completing the questionnaire; and tables of college responses grouped by college size. (YKH)

ED 411 026 JC 970 500

Bowen, Raymond C.
Cooperative Education: An International Collaborative.
PUB DATE- 97
NOTE- 8p.; Paper presented at a conference sponsored by the World

builds on calls for new ways to consider how empirical and evaluation research can make a unique contribution to future discussions and papers on socialization and learning. In addition, the paper includes two tables: Table one presents "Purposes of Family Interaction Research Across Society for Research in Child Development (SRCD) Psychiatry and Clinical Psychology Primary Sources" and includes citations, topics addressed, and purpose of the article; Table two is a "Compilation of Interpretative Review Components," and summarizes citations, observed behaviors, observation time, tasks performed, and age group and sample sizes of pertinent studies. Contains 120 references. (Author/SD)

ED 411 042 PS 025 616

Bank, Stephen P.; Kahn, Michael D.
The Sibling Bond.
PUB DATE- 97
NOTE- 363p.; 15th Anniversary Edition.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Child Behavior; Child Psychology; Child Rearing; *Family Environment; Family Life; *Family Relationship; Family Structure; First Born; *Kinship; *Sibling Relationship; *Siblings; Twins

The relationships among brothers and sisters are infinitely varied, but whatever their characteristics, these bonds last throughout life. This book examines the sibling relationship as a distinctive emotional, passionate, painful, and solacing power. Chapter 1, "Unraveling the Sibling Bond," addresses research on siblings and development of the sibling bond. Chapter 2, "Attachment and Separation in Early Childhood," focuses on parental influence and emotional closeness. Chapter 3, "Childhood and Adolescence: The Struggle for Separate Identities," focuses on social comparisons and intimacy. Chapter 4, "Patterns of Identification and Sibling Relationships," examines siblings' emotional connections, while chapter 5, "Acts of Sacrifice: Loyalty and Caring," focuses on levels of loyalty. Chapter 6, "The Sexual Influence of Siblings," focuses on identity differences and sexual modeling, while chapter 7, "Sexuality between Brothers and Sisters," focuses on curiosity and brother-sister love. Chapter 8, "Siblings in Conflict: Bonds of Aggression and Rivalry," focuses on positive aspects of fighting and sibling aggression, while chapter 9, "The Embroiled Family: 'Well' and 'Disturbed' Siblings," addresses how parents arrange sibling relationships. Chapter 10 "Siblings as Survivors: Bonds beyond the Grave" focuses on ramifications of sibling death. Chapter 11, "Psychotherapy with Siblings," addresses problems for the psychotherapist in assessing sibling issues in therapy. (SD)

ED 411 043 PS 025 631

Lewis, Ramon
The Discipline Dilemma: Control, Management, Influence. Second Edition.
PUB DATE- 97
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

center design. The database was supplemented by a call for bibliographic entries sent to members of the American Institute of Architects Committee on Architecture for Education and people involved in child care research and design. The recommended references came from Canada, Israel, Japan and the United States. The bibliography is not annotated and is not categorized. Entries include research, design examples, and other published papers and articles on the design of child care and other preschool facilities. Some topics addressed include outdoor settings, ecology, playground construction, children and space, day care centers, therapeutic environments, design patterns, child care centers, crowding, play equipment, special education facilities, and toy structure. (SD)

ED 411 060 PS 025 697

Escobedo, Theresa H.; Evans, Sharon
A Comparison of Child-Tested Early Childhood Education Software with Professional Ratings.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Computer Attitudes; *Computer Software; *Computer Software Evaluation; Computer Software Reviews; Computer Uses in Education; Early Childhood Education; Sex Differences; Young Children
IDENTIFIERS- *Developmentally Appropriate Programs

This study explored children's preferences for 13 computer software programs and field-tested the relationship of developmentally appropriate practice (DAP) ratings of early childhood computer software programs to actual child selection. Participants were 19 4-year-olds. The Haugland and Shade (1990) evaluation instrument was used to assign DAP ratings to the software programs; children were then video- and audiotaped at the computers over one semester. Results showed: (1) some positive relationships between highly rated programs and children's preferences; (2) features identified in Haugland and Shade (1992), such as age-appropriateness, open-endedness, child-controlled or process-oriented, were present in the frequently selected programs, but some developmentally inappropriate software programs were preferred by children; (3) children preferred the software that provided the opportunity to interact, and interactions were the defining characteristic that motivated selections; and (4) male students chose to visit the computer area more frequently than female students. (Contains 26 references.) (Author/EV)

ED 411 061 PS 025 703

Pryor, Bonnie J.
Religious Education in Early Childhood Programs.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Convention and Exposition of the National Catholic Educational Association (94th, Minneapolis, MN, April 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

goals of Cosmic Education before starting a real Erdkinder (Margaret Stephenson); (7) a proposed course of action leading to the establishment of an experimental Erdkinder program (Camillo Grazzini); (8) personal perspective on the third plane (Kay Baker); and (9) the need for a model and training for adolescent programs (Peter Gebhardt-Seele). Questions regarding each paper and a general discussion are summarized. Erdkinder was established by the group as a worthy goal but there was divergence of opinion as to how quickly an Erdkinder model could be implemented. (KB)

ED 411 078 PS 025 765

Glewwe, Paul
How Does Schooling of Mothers Improve Child Health? Evidence from Morocco. Living Standards Measurement Study Working Paper No. 128.
PUB DATE- 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; *Child Health; *Early Experience; Early Intervention; *Educational Attainment; Educational Policy; Elementary Secondary Education; Foreign Countries; Literacy; *Mothers; Numeracy; Nutrition; *Parent Role
IDENTIFIERS- Morocco

Mothers' education is frequently found to be positively correlated with child health and nutrition in developing countries, and yet the causal mechanisms are poorly understood. An examination was conducted of the role played by three mechanisms in this process: formal education that directly teaches health knowledge to future mothers; literacy and numeracy skills acquired in school that assist future mothers in diagnosing and treating child health problems; and exposure to modern society from formal schooling that makes women more receptive to modern medical treatments. Participants were 2,171 households in Morocco that completed the battery of education achievement tests, including the "Enquete Nationale sur le Niveau de Vie des Menages." (National Survey on the Level of Life of Households). Mothers' health knowledge alone was found to be the crucial skill for raising child health. In Morocco, such knowledge is obtained primarily outside the classroom, although it is also obtained using literacy and numeracy skills learned in school; there is no evidence that health knowledge is taught directly in schools. This finding suggests that teaching of health knowledge skills in Moroccan schools could substantially raise child health and nutrition in Morocco. (JPB)

ED 411 079 PS 025 767

Carnoy, Martin; Carnoy, David
Fathers of a Certain Age: The Joys and Problems of Middle-aged Fatherhood.
PUB DATE- 95
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adoption; Adoptive Parents; Adult Children; Age Differences; *Child Rearing; Childhood Attitudes; Death; Developmental Stages; Divorce; Family Characteristics; *Father Attitudes; *Fathers; Individual Development; Interviews;

Chapter 2 provides a brief overview of the selected programs and their objectives in the context of the area's enabling conditions and needs. Chapter 3 discusses the effects of these enabling conditions on key issues--delivery models, program quality, institutional cooperation, and costs. Chapter 4 summarizes considerations and actions needed to support more effective planning and implementation. Chapter 5 focuses on challenges in data collection, expansion of access to services, and coordination of policy, research, and program efforts. The selected programs are summarized in 12 sidebars. Nine tables compare and contrast elements of the case studies, and two figures delineate statistics. Contains 68 references. (DBD)

ED 411 095 PS 025 801

Lam, Shui Fong
How the Family Influences Children's Academic Achievement.
PUB DATE- 97
NOTE- 124p.; Part of the Garland Series, "Children of Poverty: Studies on the Effects of Single Parenthood, the Feminization of Poverty, and Homelessness", edited by Stuart Bruchey.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Family Structure; Grade 8; Junior High Schools; Parent Influence; Parent Participation; Parent Role; *Parent Student Relationship; Parenting Skills; Performance Factors; *Socioeconomic Status
IDENTIFIERS- *Authoritative Parenting; *Parenting Styles

Children's academic achievement has been shown to be influenced by many family factors, including family structure, socioeconomic status, and parenting styles. This study investigated the relationships among family structure, socioeconomic status, authoritative parenting, and children's academic achievement in a sample of 181 eighth graders in 2 inner-city schools in the midwestern United States. How the family influences children's academic achievement was first examined with a social address paradigm, then with a family process paradigm. The interactive effects of social address and family process on children's academic achievement were subsequently examined with an integrated paradigm using path analysis. Results of the study indicate that authoritative parenting and children's academic achievement were significantly correlated. Results also suggest that effective parenting includes: (1) a high degree of monitoring; (2) a high degree of support or involvement; and (3) a high degree of psychological autonomy granting. The results also support the integrated research paradigm as one that can help researchers better understand the intricate relations among various family factors and their impact on children. (Appendices contain the parent-child interaction questionnaire, the scoring scheme used with the questionnaire, and the demographic data sheet used in the study. Contains 75 references.) (LPP)

ED 411 096 PS 025 809

Moore, Timothy E.; Andres, Joy; Pepler, Debra J.
Academic Correlates of Exposure to Family Violence.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Biennial Conference of the Society for Research in Child Development (62nd, Washington, DC, April 3, 1997).
LANGUAGE- English

and confrontation between Mexicanos and Anglos has created new tensions for the town's youth. This book examines how youth are changing a segregated social order and American society. It also explores how they learn a materialistic culture that is intensely competitive, individualistic, and unegalitarian. This "capitalist culture" of classist, racist, and sexist practices limits the impulse of the civil rights movement to create a more open democratic culture. High schools are sites for popular culture practices that stage or reproduce social inequality. Based on fieldwork in the early 1970s and subsequent periodic visits through 1987, this ethnography presents life in high school through the eyes of Mexican American and Anglo youth, portraying how they experience football, teachers, classroom activities, status groups, dating, and race relations. The final chapter revisits many former students as young adults; examines the upward social mobility of the Mexicano working class; and reflects on change and resistance to change in race relations, the role of communication and miscommunication in community life, and the need to rebuild a sense of community. Appendices include an essay "A Performance Theory of Cultural Reproduction and Resistance" that synthesizes Marxist class theory with ideas about communication from critical theory, symbolic interactionism, and sociolinguistics; field methods, narrative style, and hermeneutic interpretation; and data tables on social class and educational mobility. Contains 200 references and an index. (Author/SV)

ED 411 113 RC 021 128

Orozco, E. C.
The Chicano Labyrinth of Solitude: A Study in the Making of the Chicano Mind and Character.
PUB DATE- 96
NOTE- 151p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Acculturation; *Adolescent Development; Bilingualism; Child Development; College Students; Cultural Maintenance; Culture Conflict; Educational Environment; Elementary Secondary Education; Ethnicity; Hidden Curriculum; Higher Education; Identification (Psychology); *Mexican American Education; *Mexican Americans; *Racial Bias; *School Role; Self Esteem; Socialization; Spanish Speaking; *Student Attitudes; Student School Relationship; Whites
IDENTIFIERS- *Chicanos; Hispanic American Students; United States (Southwest)

This book overviews the process by which Mexican American children are socialized to the dominant Anglo American society and analyzes a 1973-76 study and 1983-86 follow-up of Mexican American college students regarding their knowledge of their own race and ethnicity and their attitudes toward the White race and culture. The chapters are: chapter 1, "The Formative Years: Self-Images and Expectations"; chapter 2, "The Formative Years: Desocialization and Alienation"; chapter 3, "Mexican Stereotypes: A Basis of Hostility"; chapter 4, "The Early Adolescent Years: Self-Images and Expectations"; chapter 5, "The Middle School: A Chicano Crossroads"; chapter 6, "Early Adolescent Years: Brown American Authority Models"; chapter 7, "The Later Adolescent Years: Beyond the Crossroads"; chapter 8, "The Timeless Philosophical Impasse: Nature Versus God"; chapter 9, "Later Adolescence and the Dark Side of Ethnocide: The Bato Loco Fantasy"; chapter 10, "A Deplorable School

Wilson). (MKR)

ED 411 128   SE 057 054

Borbas, Andrea, Ed.
Proceedings of the Annual Conference of the International Group for the Psychology of Mathematics Education (12th, Veszprem, Hungary, July 20-25, 1988), Volume 1.
PUB DATE- 88
NOTE- 360p.; For volume 2, see SE 057 055.
LANGUAGE- English; French
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Education

This proceedings from the annual conference of the International Group for the Psychology of Mathematics Education includes the following papers: "Street Mathematics and School Mathematics" (Carraher); "A Look at the Affective Side of Mathematics Learning in Hungarian Secondary Schools" (Klein & Habermann); "Beyond Constructivism: Learning Mathematics at School" (Nesher); "Reconstructive Learning" (Streefland); "Perceptions of Teachers' Questioning Styles" (Ainley); "Teacher Change as a Result of Counselling" (Albert, Friedlander, & Fresko); "Codidactic System in the Course of Mathematics" (Alibert); "The Construction of Arithmetic Structures by a Group of Three Children Across Three Tasks" (Alston & Maher); "Career Choice, Gender and Attribution Patterns of Success and Failure in Mathematics" (Amit); "A Classification of Students' Errors in Secondary Level Algebra" (Becker); "Teachers' Written Explanations to Pupils about Algebra" (Bliss & Sakonidis); "Algebra - Choices in Curriculum Design" (Bell); "Number Naming Grammars and the Concept of 10" (Bell); "The Kindergartner's Understanding of Discrete Quantity" (Bergeron & Herscovics); "A Review of Research on Visualisation in Mathematics Education" (Bishop); "Acquisition of Meanings and Evolution of Strategies in Problem Solving from the Age of 7 to the Age of 11" (Boero); "The Relationship between Capacity to Process Information and Levels of Mathematical Learning" (Boulton-Lewis); "Mathematical Vulnerability" (Brandau); "Cognitive Psychology and Mechanistic versus Realistic Arithmetic Education" (van den Brink); "Proof and Measurement: An Unexpected Misconception" (Chazan); "'Discrete' Fraction Concepts and Cognitive Structure" (Clements & Lean); "Algorithmic Thinking of Deaf Pupils" (Cohors-Fresenborg); "The Effect of Order-Coding and Shading of Graphical Instructions on the Speed of Construction of a Three-Dimensional Object" (Cooper); "New Contexts for Learning in Mathematics" (Crawford); "Quelques Developpements Recents des Recherches sur la Discussion Autour de Problemes" (Drouhard, Lymberopoulou-Fioravantes, Nikolakarou, Paquelier); "On Helping Students Construct the Concept of Quantification" (Dubinsky); "Children's Learning in a Transformation Geometry Microworld" (Edwards); "Some Cognitive Preference Styles in Studying Mathematics" (El-Faramawy); "Exploring Children's Perception of Mathematics Through Letters and Problems Written by Children" (Ellerton); "The Attitudes and Practices of Student Teachers of Primary School Mathematics" (Ernest); "Contexts and Performance in Numerical Activity Among Adults" (Evans); "Pre-service Teachers' Conceptions of the Relationships between Functions and Equations" (Even); "An Experimental Study of Solving Problems in Addition and Subtraction by First-Graders" (Feiyu & Shanghe); "Beyond Ratio Formula" (Lin); "Eye Fixations During the Reading and Solution of Word Problems Containing Extraneous

Principle of Mathematical Induction" (E. Fischbein & I. Engel); "Incipient 'Algebraic' Thinking in Pre-Algebra Students" (A. Friedlander, R. Hershkowitz, & A. Arcavi); and "Develo

ED 411 141 SE 058 803

Vergnaud, Gerard, Ed.; Rogalski, Janine, Ed.; Artique, Michele, Ed.
Proceedings of the Annual Conference of the International Group for the Psychology of Mathematics Education (13th, Paris, France, July 9-13, 1989), Volume 2.
PUB DATE- 89
NOTE- 320p.; For volumes 1 and 3, see SE 058 802 and SE 058 804.
LANGUAGE- French; English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Education

This proceedings of the annual conference of the International Group for the Psychology of Mathematics Education (PME) includes the following research papers: "Logo et Symetrie Centrale" (E. Gallou-Dumiel); "About Continuous Operator Subconstruct in Rational Numbers" (J. Gimenez); "Constructivist Epistemology and Discovery Learning in Mathematics" (G.A. Goldin); "Comparative Analysis of Two Arithmetic Situations" (M.G. Grossi); "Understanding and Discussing Linear Functions in Situations: A Developmental Study" (J.L. Gurtner); "Low Mathematics Achievers' Test Anxiety" (R. Hadass); "Proofs That Prove and Proofs That Explain" (G. Hanna); "Fishbein's Theory: A Further Consideration" (G. Harel, M. Behr, T. Post, & R. Lesh); "They're Useful: Children's View of Concrete Materials" (K. Hart & A. Sinkinson); "Children's Individuality in Solving Fraction Problems" (K. Hasemann); "Aspects of Declarative Knowledge on Control Structures" (K. Haussmann & M. Reiss); "A Conceptual Analysis of the Notion of Length and Its Measure" (B. Heraud); "The Kindergartners' Understanding of Cardinal Number: An International Study" (N. Herscovics & J.C. Bergeron); "Learning about Isosceles Triangles" (J. Hillel); "Construction of Functions, Contradiction and Proof" (F. Hitt); "A Logo-Based Microworld for Ratio and Proportion" (C. Hoyles, R. Noss, & R. Sutherland); "The Facilitating Role of Table Forms in Solving Algebra Speed Problems: Real or Imaginary?" (R. Hoz & G. Harel); "The Learning of Plane Isometries from the Viewpoint of the Van Hiele Model" (A. Jaime & A. Gutierrez); "Representation and Contextualization" (C. Janvier); "To Inculcate versus to Elicit Knowledge" (B. Jaworski); "Van Hiele Levels and the Solo Taxonomy" (M. Jurdak); "A Perspective on Algebraic Thinking" (C. Kieran); "A Structural Conceptual Model for Investigating Some Cognitive Aspects of Problem-Solving" (N. Krumholtz); "The Effect of Setting and Numerical Content on the Difficulty of Ratio Tasks" (D. Kuchemann); "Satisfaction and Regret about the Choice of Math" (H. Kuyper & W. Otten); "Intrinsic versus Euclidean Geometry: Is the Distinction Important to Children Learning with the Turtle?" (C. Kynigos); "Mathophobia: A Classroom Intervention at the College Level" (R. Lacasse & L. Gattuso); "Le Micro-Ordinateur, outil de Revelation et d'Analyse de Procedures dans de Courtes Demonstrations de Geometrie" (A. Larher & R. Gras); "Gender Differences in Mathematics Learning Revisited" (G.C. Leder); "La Resolution de Problemes dans l'Enseignement des Mathematiques: Compte Rendu d'une Experience aupres d'Enseignants du Primaire" (G. Lemoyne & F. Conne); "Strategies Used by 'Adders' in Proportional Reasoning" (F.L. Lin);

PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agricultural Education; *Agriculture; Career Exploration; *Careers
IDENTIFIERS- AGRICOLA

This bibliography on careers in agriculture was produced by the National Agricultural Library. It contains 218 citations from the AGRICOLA database. The search strategy is included, call numbers are provided for each entry, and abstracts are provided for some citations. The bibliography concludes with an author index and a subject index. (AA)

ED 411 165 SO 026 193

Donovan, Erin; O'Neil, Jean F., Ed.
Teens, Crime, and Rural Communities. How Youth in Rural America Can Help Reduce Violent and Property Crimes.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 94
NOTE- 37p.; For related item, see ED 395 079.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; Community Resources; Community Services; Conflict Resolution; Crime; *Crime Prevention; Delinquency; *Law Related Education; *Rural Education; Rural Environment; Secondary Education; Victims Of Crime; Violence; *Youth Problems

Featuring the Teens, Crime, and Community (TCC) program, this monograph focuses on youth crime and crime prevention in rural settings. TCC actively involves teens and adults in a partnership designed to reduce teen victimization and to encourage teens to be catalysts of change for community safety. The guide provides teachers, administrators, and concerned citizens with a template for implementing TCC in rural settings. The guide examines the scope of rural crime and its contributing factors, demonstrates the need to involve teens in the crime prevention solution, describes educational practices that help TCC to become an effective and educational crime prevention strategy, provides an overview of the framework, and discusses implementation strategies. Included are results and implications of a third-party evaluation of TCC in rural areas and sources for additional resources. (TSV)

ED 411 166 SO 026 201

Montgomery, Marjorie, Ed.; Moulden, Richard G., Ed.
We, the People of the World...Student Perspectives. Special Programs in Citizenship Education: Comparative Legal Systems. Student Manual.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 29p.; Written by SPICE V Students.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; Civics; Civil Law;

and the subsequent dialogue. The document is the first state-of-the-art approximation on school repetition. This highly complex phenomenon assumes different characteristics in different contexts and is defined and measured in various ways. Analysis of available information reveals that repetition is a significant quantitative phenomenon throughout the developing world, that it is concentrated within the first grades of school and in schools attended by students from low-income sectors, that is has devastating social and psychological impact on students who repeat and their families, and that it has a high financial cost. This document provides a beginning for analysis of repetition on a global scale. Sections include: (1) "Introduction"; (2) "The Dimensions of the Repetition Phenomenon"; (3) "Repetition: A Problem or a Solution?"; (4) "Factors Associated with Repetition"; (5) "Social Attitudes and Repetition"; and (6) "Various Strategies to Overcome Repetition." Charts and graphs accompany the text. (EH)

ED 411 188 SO 027 671

Fuhr, Ernest
Promoting Tolerance through Multicultural Education.
PUB DATE- 96
NOTE- 100p.; M.A. Field Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Cross Cultural Studies; Cross Cultural Training; *Cultural Activities; *Cultural Awareness; *Cultural Pluralism; Culture Contact; Evaluation Methods; Grade 8; *Intergroup Relations; Junior High Schools; *Multicultural Education; Participatory Research; Secondary Education; *Social Action
IDENTIFIERS- Rockford School District 205 IL

This paper describes a program designed to increase student awareness and appreciation of their own culture and the cultures of others. The study was conducted in a northern Illinois junior high among 30 eighth grade language arts students. Data were gathered through teacher observation, teacher-student interviews, student surveys and student attitudinal tests. The problems of discrimination, segregation, and institutional racism were well documented by a lawsuit against the targeted school district. The multicultural intervention addressed these issues by attempting to change student attitudes toward fellow classmates and their cultures. Lack of cultural diversity in the school curriculum and perceived societal silence on issues of race contributed to students' lack of appreciation of culture. A review of the professional literature and a review of each problem setting resulted in the selection of a solution strategy. Students were exposed to a model for change which consisted of awareness, understanding, acceptance and tolerance of diversity. Post intervention data indicated only minor changes in student awareness and appreciation of their own culture and the cultures of others. Appendices offer examples of classroom activities used to assess student awareness. (EH)

ED 411 189 SO 027 692

Youth and Society. Rights and Responsibilities. Fifth Edition.
PUB DATE- 94
NOTE- 58p.
LANGUAGE- English

government. School administrators create the social conditions, structures and processes to promote a sense of community and empower people to achieve their full potential. Appendices provide an outline of the writing workshop; a questionnaire for teachers on writing assessment; the Connecticut Mastery Test Rubric for Narrative Writing, Grade 4; and an article entitled "Lack of Vision Makes the Vision Product No Ambition" by Jelani Harper. (Contains 110 references.) (LH)

ED 411 208 SP 037 491

Windschitl, Mark
Student Epistemological Beliefs and Conceptual Change Activities: How Do Pair Members Affect Each Other?
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; College Students; Concept Formation; *Epistemology; *Group Dynamics; Higher Education; Majors (Students); *Pretests Posttests; Student Attitudes; *Thinking Skills
IDENTIFIERS- *Conceptual Change; *Paired Student Interaction

This study investigated the relationship in conceptual change scores between members of dyads paired for a photosynthesis simulation exercise. The relationship between an individual's epistemological sophistication and understanding of photosynthesis was also examined. The sample consisted of 255 biological sciences majors enrolled in a biology laboratory class at a large midwestern university. Subjects worked individually, and in high scoring, low scoring, and mixed pairs. Subjects' epistemological sophistication comprised one set of independent variables and was determined by a 21-item instrument. After completing the survey, students were given a 15-minute presentation and a written simulation guide and told to proceed. It was found that an individual's post-test score could be significantly predicted by their partner's post-test score. It is assumed that markedly more active members of dyads played a more active role intellectually and conversationally than the more passive member and that this active member may have processed information about the simulation exercise more deeply than the passive member. (LH)

ED 411 209 SP 037 492

Grobman, Duane, II
Teaching Music, Developing Understanding, and the Classroom Teacher.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Elementary School Teachers; Grade 1; Grade 2; *Music Appreciation; *Music Education; Primary Education; *Student Attitudes; Teacher Researchers;

contain references. (ND)

ED 411 228 SP 037 518

Harris, Jean L.; Ludwig, Michael J.
Incorporating a Technology Component into Health Education Courses.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Health, Physical Education, Recreation, and Dance (St. Louis, MO, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; College Students; *Computer Literacy; Computer Uses in Education; Curriculum Development; *Electronic Mail; Elementary Education; Females; *Health Education; Higher Education; Internet; Methods Courses; Preservice Teacher Education; Sex Differences; Womens Education

This paper describes a preservice health education course for elementary educators that incorporated a technology component to help the students gain computer literacy. All students received instructional computer accounts and had access to a class bulletin board. One class session focused on learning the systems. Throughout the semester, students shared tips about computer networking. Their first assignment was to navigate Internet health and elementary education discussion groups, then e-mail the instructor about what they learned and how they perceived their experiences. The second assignment had students download health related lesson plans from the Internet. The third assignment had students post their own lesson plans on the Internet. The final assignment required posting three times (reacting to an assignment, replying to another student's post, and whatever else the student chose). The instructors considered the project beneficial, as the predominantly female students mastered technology and gained skills to help them narrow the gender gap. The course helped students develop or enhance their computer literacy and view a model of classroom technology use. Students and instructors used computers to access one another outside the classroom. The greatest benefit was the increased sharing among class members. (SM)

ED 411 229 SP 037 519

Parks, Recreation, Leisure, and Fitness Studies. Program Review.
PUB DATE- 97
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Students; *Educational Quality; Exercise Physiology; *Financial Support; Higher Education; *Leisure Time; Movement Education; Parks; *Physical Fitness; Professional Education; Program Content; Program Evaluation; Recreation; Self Evaluation (Groups); State Universities; Student Characteristics; Teacher Characteristics; Therapeutic Recreation; Tourism
IDENTIFIERS- Florida Atlantic University; Florida International University; Florida State University; *Parks and Recreation Professionals; *State University System of Florida; University of Florida

This review of parks, recreation, leisure, and fitness studies

Jacobs, Victoria R.
Children's Understanding of Sampling in Surveys.
PUB DATE- 97
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Children; *Comprehension; *Elementary School Students; Evaluation Methods; Intermediate Grades; *Sampling; *Surveys; Tables (Data); Test Interpretation; *Thinking Skills

Two studies investigated upper elementary school students' informal understanding of sampling issues in the context of interpreting and evaluating survey results. The specific focus was on the children's evaluation of sampling methods and means of drawing conclusions from multiple surveys. In Study 1, 17 children were individually interviewed to categorize children's conceptions. In Study 2, 110 children completed paper-and-pencil tasks to confirm the response categories identified in Study 1 and to determine the prevalence of the response categories in a larger sample. Children evaluated sampling methods focusing on potential for bias, fairness, practical issues, or results. All children used multiple types of evaluation rationales, and the focus of their evaluations varied somewhat by context and type of sampling method (restricted, self-selected, or random). Children used affective (fairness) rationales more often in school contexts and rationales focused on results more often in out-of-school contexts. Children had more difficulty detecting bias with self-selected sampling methods than with restricted sampling methods because self-selection was initially the most fair (i.e., everyone had a chance to participate). Children preferred stratified random sampling to simple random sampling because they wanted to ensure that all types of individuals were included. When drawing conclusions from multiple surveys, children: (1) considered survey quality; (2) aggregated all surveys regardless of quality; (3) used their own opinions and ignored all survey data; or (4) refused to draw conclusions. Even when children were able to identify potential bias, they often ignored survey quality when drawing conclusions from multiple surveys. (Contains 5 tables and 45 references.) (Author/SLD)

ED 411 248 TM 027 146

Boyle, John R.
The Development of Two Self-Assessment Work Value Instruments.
PUB DATE- 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Attitudes; *Career Exploration; *College Students; Counseling; Higher Education; *Job Applicants; Pilot Projects; *Self Evaluation (Individuals); *Test Construction; Test Results; Two Year Colleges; Values; Vocational Education

prevention programs after the grant period note the importance of communication and resource allocation. Eleven appendixes provide supplementary materials about the program and its participants. (Contains 3 figures, 85 tables, and 23 appendix tables.) (SLD)

ED 411 267 TM 027 227

DeCorse, Cynthia J. Benton
"I'm a Good Teacher, Therefore I'm a Good Researcher": Changing Perceptions of Expert and Novice Teachers about Doing Research.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Educational Research; *Graduate Students; Graduate Study; Higher Education; Qualitative Research; *Research Methodology; *Teacher Attitudes; Teacher Education; *Teacher Researchers
IDENTIFIERS- Expert Novice Paradigm; *Experts; Preservice Teachers

This study documents the development of 13 masters degree candidates as they progressed through a course in educational research methods. Eight were inservice teachers and five were preservice teachers who had completed student teaching. Part of an ongoing assessment effort at a small college instituting a new masters in education program, the study attempted to compare classroom teachers to candidates who were not yet in a teaching position. Using a qualitative design, the candidates wrote at weekly intervals about their views of themselves as researchers. Candidates were interviewed during their research methods course and at the end of the semester. Results indicate differences in the ability of experienced and novice teachers to understand and initiate research. A "magic window" of opportunity for teaching about and promoting action research is proposed. (Contains 32 references.) (Author/SLD)

ED 411 268 TM 027 229

Miller, Dana L.
One Strategy for Assessing the Trustworthiness of Qualitative Research: Operationalizing the External Audit.
PUB DATE- 97
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Data Analysis; Data Collection; *Graduate Students; Graduate Study; Higher Education; *Qualitative Research; *Research Methodology; Research Reports; Synthesis; Test Construction; *Validity
IDENTIFIERS- Audit Trails; *Research Quality

The external audit is a way of assessing the trustworthiness of a study, attesting to its dependability from a methodological standpoint and to its confirmability by reviewing the data, analysis, and interpretations and assessing whether the findings represent the data accurately. This paper discusses issues in the audit process, drawing on data from interviews women faculty; (4) black women administrators; (5) the social dynamics of academic life; (6) black women in diverse academic settings; and (7) the future of black women in higher education. Among the topics covered in the essays are: feminism for African American women; black women in the sciences; black women and the college music curriculum; insider and outsider discourse of African American women; African American nursing administrators; climbing the administrative ladder; African American women college presidents; the promotion, retention, and tenure process for African American women; collegiality; patriarchical meritocracy in the academy; student harassment of African American female faculty; and women's colleges. (Some papers contain references.) (LEE)

ED 410 837 HE 030 411

Spille, Henry A.; Stewart, David W.; Sullivan, Eugene
External Degrees in the Information Age. Legitimate Choices. Series on Higher Education.
PUB DATE- 97
NOTE- 239p.; This guide is an updated version of "The Adult's Learner's Guide to Alternative and External Degree Programs" and "Diploma Mills: Degrees of Fraud."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Standards; Access to Education; *Accreditation (Institutions); Adult Education; Degree Requirements; Degrees (Academic); *Distance Education; *External Degree Programs; Higher Education; Home Study; Independent Study; *Institutional Evaluation; State Regulation
IDENTIFIERS- *Diploma Mills

This guide for adults who are seeking external degrees offers guidance for selecting such a program and a listing of 140 accredited programs. The five chapters of part 1 provide an introduction to external degree opportunities. Chapter 1 briefly considers the multiple ways in which today's adults can continue their education. Chapter 2 explains how external degree programs operate including such aspects as assessment of prior learning, contract learning, distance education, and nontraditional degree programs. Chapter 3 stresses the importance of institutional accreditation, describes types of accreditation and accrediting bodies, and discusses state regulation of colleges and universities. A table summarizes relevant statutes by state. Chapter 4 considers the problem of diploma mills, their characteristics, their promotional tactics, their policies, external degree program abuses, and accreditation claims. Chapter 5 provides specific guidelines for choosing an external degree program. Part 2 lists accredited programs by state and institution. Listings usually provide: institution name and address/phone numbers, degrees offered, program mission, accreditation, admission requirements, required campus time, tuition and fees, credit awards for prior learning, and a description. Indexes include a subject index for part 1, an index to institutions by fields of study, and an alphabetical list of institutions.(DB)

ED 410 838 HE 030 412

Bennett, Barbara
Risky Business: Risk Management, Loss Prevention and Insurance Procurement for Colleges and Universities. NACUA Publication

IDENTIFIERS- *Texas

This document presents two sets of data for Texas public institutions of higher learning: (1) the number of women faculty and (2) enrollment of racial and ethnic minority students. Text summaries and data tables for women include: full-time faculty, including tenured and tenure-track; full-time faculty new hires; full-time faculty promotions; executive, administrative, and managerial staff; minority women faculty at public universities and community and technical colleges; presidents and chancellors; and women on governing boards. The report notes that there continues to be a disparity between the number of men and women in full-time tenured positions, both at the university and at the community college level. Student enrollment, retention and degree-awarded data for public colleges and universities and community and technical schools are based on the period fall 1989 to fall 1995; data on faculty and professional staff are also included. It is noted that while the numbers of black and Hispanic students have increased, graduation and retention rates remain less than those for white students. Appended are cover pages of several reports that can be requested from the Texas Higher Education Coordinating Board, and a copy of a minority faculty and administrator registry form. (CH)

ED 410 855 HE 030 430

Brenders, David A.; Hope, Peter; Ninnan, Abraham
Student Focus: Project Report of a Student-Centered Study of University Services at the Queensland University of Technology, Brisbane, Australia.
PUB DATE- 97
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Organization; *College Environment; College Students; Focus Groups; Foreign Countries; Higher Education; Institutional Evaluation; Orientation; Qualitative Research; *Student Adjustment; *Student Attitudes; *Student College Relationship; Student Needs; Student Organizations; Student Participation; Student Welfare; Undergraduate Students; Universities
IDENTIFIERS- *Queensland University of Technology (Australia)

This study assessed student perceptions of service at the Queensland University of Technology in Brisbane (Australia). Data were based on open-ended discussions with 48 undergraduate focus groups during which participants were asked what they perceived to be the good and bad aspects of university life, what they did to cope with obstacles, and how they thought the university could improve services. The protocol contained 18 questions: 5 intended as ice-breakers; 3 eliciting comments about positive aspects; 7 asking how students dealt with obstacles encountered; 1 which tried to identify a unifying theme; and 3 final questions which asked students about their relationship with the university. Responses were organized into two "themes": the first, areas where students perceived university services to be positive, and the second services which the students perceived as needing improvement. Positive themes included access to professional assistance; easy access to recreation and day-to-day conveniences; educational support services; positive academic and staff attitude; school efforts to improve services; school location; and real-world identity and industry connections. Areas judged to need improvement

IDENTIFIERS- *AIR Forum; *Australia

The current approach to promoting educational equity in universities in Australia is substantially flawed. Through the "equity framework," the Australian university community sector has been compelled to involvement with educational equity through government pressure that has included financial incentives and legislation. Six groups have been identified as disadvantaged: people from socio-economically disadvantaged backgrounds, Aboriginal and Torres Strait Islander people, women, non-English speakers, people with disabilities, and people from rural or remote areas. To date, the basis for promoting educational equity in Australian universities has been overly reliant on compulsion, as expressed through pressure from government or legislation; and on arguments of social justice which generate more debate than commitment. University planners should promote educational equity based on its importance to the future social and economic development of Australia. Such considerations stress examination of an organization's mission and purpose within the society which it serves. (Contains 55 references.) (Author/JLS)

ED 410 873 HE 030 469

Lima, Ecilamar M.

A Case Study of Selective Funding of Research in the United Kingdom Through Assessment of Some University Indicators (1990/91 to 1992/93). AIR 1997 Annual Forum Paper.

PUB DATE- 97

NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Decision Making; *Educational Finance; Evaluation Methods; Foreign Countries; *Government School Relationship; *Grants; Higher Education; Public Policy; *Research Administration; Resource Allocation; Universities

IDENTIFIERS- *AIR Forum; Performance Indicators; *United Kingdom

This study examined the allocation of government research grants to universities in the United Kingdom in the context of the current funding system which distributes such grants based on universities' performance in the marketplace. Marketplace performance indicators include academic staff and postgraduate student counts, grants from Research Councils, income from contracts with industry, donations, and research ratings. Research grant data were analyzed to determine if the allocation of research grants reflected the performance indicators outlined in the funding methodology. A multiple regression analysis was used to determine the relationship between indicators and allocation of grants in the academic years 1990-91, 1991-92, and 1992-93. The results showed that the funding formula was used to allocate research grants to the 50 long-established United Kingdom universities with a large coefficient of multiple determination in the three years examined. A large proportion of grants were explained by the performance indicators: 73.1 percent in 1990-91, 80.9 percent in 1991-92, and 86.2 percent in 1992-93. (Contains 45 references.) (JLS)

ED 410 874 HE 030 471

student retention should be viewed as a strategic activity. Appendices provide additional detail on the surveys conducted at Virginia Tech and on the student success projects. (Contains 26 references.) (LEE)

ED 410 892 HE 030 489

Delaney, Anne Marie
An Interprofessional Program Evaluation Case Study: Utilizing Multiple Measures To Assess What Matters. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 29p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; Case Studies; Curriculum Evaluation; Degrees (Academic); Educational Researchers; Elementary Secondary Education; Family School Relationship; Formative Evaluation; Higher Education; Inservice Teacher Education; Institutional Research; *Integrated Services; *Interdisciplinary Approach; Interprofessional Relationship; Professional Continuing Education; Program Development; Program Evaluation; School Community Programs; Summative Evaluation; *Teacher Education; Teacher Education Curriculum
IDENTIFIERS- *AIR Forum; Fund for Improvement of Postsecondary Education

This paper reviews the first two years of a model program-evaluation case study which is intended to show: (1) how program evaluation can contribute to academic and professional degree programs; (2) how qualitative and quantitative techniques can be used to produce reliable measures for evaluation studies; and (3) how the role of the institutional researcher can be enhanced by assuming the role of program evaluator. The study evaluated the 3-year InServ Project, funded by the Fund for Improvement of Postsecondary Education, and designed to prepare teachers and other professionals to provide integrated services for at-risk children. The first year of the study focused primarily on project activities, evaluation of interprofessional collaboration, and development of an integrated teacher education curriculum. Recommendations included ensuring that interdisciplinary courses reflected a balanced perspective, suggestions that an interdisciplinary seminar course on the case study method be offered, promoting increased lecture attendance among school team members, and focusing efforts during the second year on parental and community involvement in the project. During the second year, evaluation also included a review of curriculum development efforts and assessment of the project's impact on teacher education students; it was recommended that faculty involvement in the development of interprofessional curricula be increased. (Contains 11 references.) (CH)

ED 410 893 HE 030 490

Walters, Donald L.
Is This College for Me? The Campus Visit as Seen by Student and Parent. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May

PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Citizenship; *College Applicants; Compliance (Legal); *Disqualification; *Eligibility; *Federal Aid; Federal Programs; Financial Aid Applicants; Government School Relationship; Higher Education; Immigrants; Legal Responsibility; *Student Financial Aid; Student Financial Aid Officers; Student Loan Programs; *Undocumented Immigrants
IDENTIFIERS- Fraud; *Higher Education Act Title IV

This report assesses the extent to which ineligible noncitizens receive postsecondary federal student financial assistance. The study focused on the following issues: (1) processes needed to ensure that ineligible noncitizens do not receive federal student aid under Title IV of the Higher Education Act, (2) the numbers of potentially ineligible persons identified through these processes, and (3) the degree to which ineligible noncitizens are receiving aid despite these processes. Social Security Administration records are used to screen for U.S. citizenship and Immigration and Naturalization Service records are used to screen noncitizens. The Department of Education believes that the process works reasonably well; however, responsibility for identifying ineligible applicants is shared by the Department of Education and by the above named institutions. Two types of matches are used to identify potentially ineligible applicants. If the Department questions an applicant's eligibility, the college financial aid administrators are required to resolve the eligibility. Although no comprehensive studies on financial aid to ineligible persons have been done, no cases of fraud have been brought before the Office of the Inspector General since the current process was implemented in 1996. (CH)

ED 410 910 HE 030 508

Reauthorization of the Higher Education Act and the Costs of Higher Education. Hearing of the Committee on Labor and Human Resources, United States Senate, One Hundred Fifth Congress, First Session on Examining the Relationship Between Cost and Access to Postsecondary Education (Bangor, ME, May 5, 1997).
PUB DATE- 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Educational Equity (Finance); *Educational Finance; Eligibility; Federal Programs; Federal State Relationship; Financial Aid Applicants; Government School Relationship; Hearings; Higher Education; Income Contingent Loans; Loan Default; *Loan Repayment; Parent Financial Contribution; *Paying for College; Postsecondary Education; State Officials; Student Costs; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- Congress 105th; *Higher Education Act Title IV; *Maine; Parent Loans for Undergraduate Students Program; *Pell Grant Program; Perkins Loan Program; Reauthorization Legislation

This hearing on the reauthorization of the Higher Education Act, sought public comment in Maine on the cost of higher education and on Title IV of the Higher Education Act. Specifically, these hearings were intended to address the continuing low level of participation in higher education by Maine high school

Information Dissemination; *Information Networks; Organizations (Groups); *Screen Design (Computers); *World Wide Web
IDENTIFIERS- Client Server Computing Systems; *Web Pages; Web Sites

The process of creating and maintaining a World Wide Web homepage for a national organization--the Association of Collegiate Business Schools and Programs (ACBSP)--is detailed in this paper. The logical design confines the conceptual relationships among the components of the Web pages and their hyperlinks, whereas the physical design concerns where the content is stored, or, on what computers the files reside. The website for the ACBSP is actually a triad made up of the ACBSP national homepage, the eight regional homepages, and the central database of member institutions. The ACBSP homepage functions as the organization's hierarchial top level or as a logical main menu of choices, which branches to various sub-levels. This is linked to a regional main menu, which offers links to regional homepages and member institutions by state. The region pages also offer a branch to an expanded region website. This distributed file serving environment allows for a high degree of flexibility. At the activation of a "Send Form" button, data is passed to a server-based Common Gateway Interface (CGI) program as a parameter list. CGI makes it possible for a browser user to initiate and pass information to server-based programs; in addition, users can receive information back in the form of a dynamically created Web page. CGI programs implement Web-based applications with a minimum of expense. Marketing efforts to current and prospective ACBSP members and intra-organizational communication via e-mail and hyperlinks have been accomplished. (AEF)

ED 410 929 IR 018 491

Kollmeier, Harold H.
Small College AI.
PUB DATE- 97
NOTE- 7p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Computer Assisted Instruction; *Computer Science; Higher Education; Internet; Problems; *Small Colleges; Student Motivation; Student Reaction; Teacher Attitudes

The feasibility of conducting computer science courses in artificial intelligence at a small liberal arts college is examined. The following problems are examined in detail: isolation; student abililty, motivation and expectation; equipment; and faculty readiness. Providing a focus to the discussion, three issues are addressed in terms of combating isolation--the choice of the textbook, the resources of the Internet, and the use of the library. (AEF)

ED 410 930 IR 018 492

Moldoff, David K.
The Emerging Trends in Application Integration.
PUB DATE- 97
NOTE- 12p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle

communities all over the United States. The report concludes by listing resources for further study of this complex issue, including the materials and schools cited. (Author/AEF)

ED 410 948 IR 018 536

Tait, Alan, Ed.
Perspectives on Distance Education. Quality Assurance in Higher Education: Selected Case Studies.
PUB DATE- 97
NOTE- 88p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Distance Education; *Educational Assessment; Educational Objectives; *Educational Quality; Foreign Countries; Library Services; *Open Universities
IDENTIFIERS- British Columbia; Canada; Germany; India; Norway; Open University (Great Britain); Open University (Hong Kong); Open University (Israel); *Quality Assurance

This publication consists of a set of case studies of quality assurance practices in distance teaching universities. The case studies are particularly relevant at a time when universities in many parts of the world, both new and established distance teaching universities, are placing great emphasis on reviewing and revising what they do in accordance with established practices and principles of quality assurance. The publication includes an introduction--"International Perspectives on Quality Assurance in Open and Distance Learning: the Importance of Context" (Alan Tait), and seven case studies: (1) "Germany's Place within the International Discussion of Standards and Quality in Open and Distance Learning: Some Unsystematic Deliberations" (Hans-Peter Baumeister); (2) "The Development of a System for Quality Assurance in Distance Education: A Case Study from Norway" (Ingeborg Bo); (3) "Quality Assurance Procedures at the Open University of Israel" (Sarah Guri-Rosenblit); (4) "Quality Assurance Practices and Principles: The Case of Indian Distance Education" (Badri N. Koul); (5) "The Roots of Quality Assurance at the British Open University" (Tim O'Shea and Anne Downes); (6) "Developing Quality Systems in the Fast Lane: The Open University of Hong Kong" (Michael Robertshaw); and (7) "Quality Assurance in the Provision of Library Services in British Columbia" (Kate Seaborne). (SWC)

ED 410 949 IR 018 538

Hoge, John Douglas
Observations on the Use of Computer and Broadcast Television Technology in One Public Elementary School.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Conference of the National Council for the Social Studies College and University Faculty Assembly (Washington, D.C., November 22, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Broadcast Television; Computer Networks; *Computer Uses in Education; *Educational Technology; *Grade 5; Intermediate Grades; Internet; Microcomputers; Public Schools; *Social Studies; Use Studies; User Needs (Information)
IDENTIFIERS- Access to Computers; Barriers to Participation; Clarke County School District GA

This paper provides participant observations regarding the use of computer and broadcast television technology at a suburban with electronic resources; work with colleagues in academic computing and the colleges to facilitate student and faculty understanding and utilization of the Internet and the World Wide Web; and develop instructional methods for teaching students about information resources on the Internet and through World Wide Web. Twelve recommendations which are listed at the beginning of the report are discussed in detail in the body of the report. (AEF)

ED 410 968 IR 056 459

Howden, Norman
Local Area Networking for the Small Library. A How-To-Do-It Manual. How To Do It Manuals for Librarians, Number 67. Second Edition.
PUB DATE- 97
NOTE- 147p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Networks; Guidelines; *Information Management; Internet; Libraries; *Library Automation; *Library Development; Library Equipment; *Library Networks; *Local Area Networks
IDENTIFIERS- Connectivity

This manual offers guidance for librarians on every aspect of local area networking from start-up through maintenance and trouble shooting. This second edition has been revised to include information on: definition and explication of TCP/IP; Novell 4.0; Internet connection gear; equipment capable of handling Web access; Windows NT and Windows for Workgroups; and LINUX. The book consists of two main parts. The first part, Chapters 1 through 5, introduces the ingredients needed to build a local area network (LAN). Discussion includes the definition of a LAN, operating systems, hardware, wiring, and applications. The second part, Chapters 6 through 11, explores the problems of operating a LAN. These chapters focus on start up, daily operations, maintenance and troubleshooting, advanced capabilities, connections, and LANs in labs. Appendices include sample forms, a user needs analysis, hardware and software features, network backup procedure, topologies, and checklist for major upgrades. (AEF)

ED 410 969 IR 056 463

Eisenberg, Mike; Henson, Jane; Howley, Craig; Cawley, Nancy; Ramirez, Bruce; Rothenberg, Dianne
Rising Expectations: A Framework for ERIC's Future in the National Library of Education. Report of the ERIC Operations Framework Task Force.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Development; *Educational

college's services, customers, key stakeholders, general placement outcomes, organizational characteristics, and institutional environment. An analysis is provided of the college's current situation, including information on growth factors, the economic climate, competition, and innovative initiatives. Following a list of strategic issues facing the college and related measures of success, the following key institutional strategies and related goals, objectives, and action plans are presented: (1) a core business strategy to expand the number of people who achieve their educational goals; (2) a competitive strategy to improve CSTCC's image and regional recognition; (3) a financial strategy to pursue alternative funding through support sources and alliances; and (4) two capabilities strategies to create mutually beneficial relationships with highly esteemed organizations and to continuously develop an organizational climate that challenges faculty and staff to excel. Finally, a description of unit/division obligations under the plan is presented. (HAA)

ED 410 989 JC 970 344

Kantor, Sherrie L.
After the National Training Study: Considerations and Recommendations.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *College Role; *Community Colleges; Educational Change; Educational Improvement; Institutional Mission; Job Training; *Labor Force Development; Partnerships in Education; School Business Relationship; *Technological Advancement; Two Year Colleges

A 1996 study of employers across the United States confirmed the valuable role that community colleges play in providing workforce training. To continue performing that role, community colleges must take into account emerging factors that will change the role of instruction. These factors include the characteristics of the continuum of learners served by the colleges, including emerging, existing, transitional, and entrepreneurial workforce learners. In addition, the knowledge revolution and related technological developments are changing the roles of business and educational institutions, allowing businesses to provide direct access to training. Moreover, technological advances have altered the nature of work, including the types of training needed and the types of jobs that exist. Recommendations for responding to these factors include the following: (1) community colleges must restructure to eliminate organizational divisions among credit, non-credit, and entrepreneurial efforts and focus on the markets of learners served; (2) faculty and management should be retrained to serve workforce students along the continuum; (3) alternative delivery formats should be considered, focusing on specific market niches; (4) colleges should emphasize the relevance of their offerings and risk making bold changes; (5) competition should be examined and learned from, leaving open the possibility for partnerships; (6) products should be repackaged and re-marketed, incorporating previously separate classes together; and (7) colleges should collaborate both within and outside the college. (YKH)

ED 410 990 JC 970 388

pressures act on managers, the mental model that assumes that some individuals are right and others are wrong can lead to fractionalization of the organization and reduced effectiveness. To avoid this, the organization and its leadership need to be very clear about rationale and expectations for change; a plan to enhance the skill sets of the employees should be made visible; the organization should monitor the ongoing change process; and non-traditional management tools such as engagement, explanation, and expectation clarity should be utilized. (TGI)

ED 411 008 JC 970 455

The Scope and Effectiveness of Remedial/Developmental Education in Illinois Public Universities and Community Colleges.
PUB DATE- 97
NOTE- 32p.; Prepared as Agenda Item 8 of a meeting of the Illinois State Board of Higher Education (Springfield, IL, September 3, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Developmental Studies Programs; *Educational Practices; Higher Education; *Program Costs; *Program Effectiveness; *Public Colleges; Remedial Mathematics; *Remedial Programs; State Surveys; Two Year Colleges; Universities
IDENTIFIERS- *Illinois

In 1996, the Illinois Board of Higher Education and the Community College Board jointly conducted a survey of remedial/developmental education in the state's public community colleges and universities. Data from the Integrated Postsecondary Education Data System were analyzed for 1995-96 and surveys were distributed to all public colleges and universities requesting information on the scope of remedial/developmental education, its cost, and the effectiveness of such efforts. Results, based on responses from 39 colleges and 12 universities, included the following: (1) 14% of community college students took at least one remedial/developmental course in 1995-96 and about 7% of university undergraduates did, compared to national figures of 17% for public community colleges and 11% for public universities; (2) 9 out of 10 Illinois students who took a remedial/developmental course did so at a community college; (3) two-thirds of university and 60% of community college remedial credit hours generated in 1995-96 were in mathematics; (4) 1% of university and 6.5% of community college direct salary costs were for remedial/developmental courses; and (5) over three-quarters of the colleges and the majority of universities tracked remedial students' progress in subsequent college-level coursework. Contains 11 references. Appendixes provide a list of related Board reports, a description of the survey methodology, and the survey instrument. (HAA)

ED 411 009 JC 970 456

Hodge, Valerie
Student Learning Outcomes Assessment and Institutional Effectiveness Activities at Bellevue Community College. Report of the 1996-97 Assessment Inventory.
PUB DATE- 97
NOTE- 156p.
LANGUAGE- English

Association of Cooperative Education (Capetown, South Africa, August 18-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; College Role; Community Colleges; *Cooperative Education; Curriculum Development; Economic Development; Foreign Countries; *International Cooperation; Organizational Objectives; *Partnerships in Education; Program Implementation; School Effectiveness; *School Expansion; Two Year Colleges
IDENTIFIERS- City University of New York La Guardia Comm Coll

In 1993, the Universidad Autonoma de Santo Domingo (UASD), in the Dominican Republic, and New York's LaGuardia Community College (LaGCC) entered into a partnership to establish a series of community colleges in the Dominican Republic. The colleges were designed to foster economic growth, prepare graduates for transfer to the UASD to complete baccalaureate degrees, and meet the educational and training needs of area residents. One of the colleges, the Centro Universitario Regional de Suroeste, was established in the country's Barahona region, an underdeveloped area close to Haiti that has been declared a national site of interest for tourism development. A four-part implementation strategy was developed, including the following components: (1) an innovative curriculum was developed that included courses on travel and tourism, computer technology, general education, entrepreneurship, cooperative education, and English as a Foreign Language; (2) an advisory board of local business people was created, providing land and funds for construction; (3) the a small business resource center was established; and (4) a language instructor was hired to teach English. Faculty and staff from LaGCC provided a broad range of technical support in establishing the college, including assistance with curriculum and facilities design. In the college's first graduation, 32 of the 35 entering students completed their program and 75% had full-time jobs at the time of graduation. (YKH)

ED 411 027 JC 970 501

Powell, Roger Baden
Briefing Paper regarding the Establishment of a Regional Technical and Industrial Skills Training Center.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Vocational Education; Career Education; Cooperative Planning; *Education Work Relationship; Educational Needs; Feasibility Studies; Job Training; *Labor Force Development; Needs Assessment; *Partnerships in Education; Postsecondary Education; Regional Planning; *Vocational Training Centers

In spring 1997, Oregon's Regional Workforce Committee commissioned a study to investigate the feasibility of creating a technical and industrial skills training center in Region 12 of the state. Interviews were conducted with 40 individuals from area companies, social service agencies, and training organizations regarding the need for such a center and its functions. Results from the survey indicated that all respondents were interested in a partnership approach, which

DESCRIPTORS- *Behavior Problems; Classroom Environment; Classroom Techniques; Codes of Ethics; *Discipline; *Discipline Policy; *Discipline Problems; Early Childhood Education; Foreign Countries; Models; Obedience; Problem Children; Punishment; Self Control; *Student Behavior; Teacher Expectations of Students; Teacher Response; Teacher Student Relationship
IDENTIFIERS- Australia; *Disciplinary Styles; Glasser (William)

Noting that more democratic values have begun to replace authoritarian values in the classroom, this book offers teachers three different discipline styles and provides guidance in classroom management, discipline strategy, and flexible problem solving. Chapter 1 of the book addresses general discipline and provides debate on utilizing democratic rather than authoritarian discipline practices. Chapter 2 addresses teacher stress and classroom discipline, and describes inappropriate behavior, counterproductive responses, and self-defeating attitudes. Chapter 3 explores classroom techniques for avoiding inappropriate behavior, and includes guidance on avoiding disruptions and building goodwill in the classroom. Chapter 4 addresses styles of discipline and examines successful teacher-student interaction. Chapter 5 presents a model of influence, and describes student-owned and teacher-owned problems and a student-oriented approach to problem solving. Chapter 6 presents a model of control, a teacher-oriented approach, and discusses steps on deciding behavior consequences, while chapter 7 addresses presents a model of management, a group-oriented approach, and discusses inappropriate behavior, dealing with the behavior, and observations on Glasser's 10-step approach to student behavior. Chapter 8 presents the preceding three models of problem solving at work. Chapter 9 addresses influences on the teacher's choice of approach to discipline and provides factors for consideration. Chapter 10 addresses preparing students for democratic citizenship, and includes codes of student behavior and their educational impact. (Author/SD)

ED 411 044 PS 025 636

Schlank, Carol Hilgartner; Metzger, Barbara
Together and Equal: Fostering Cooperative Play and Promoting Gender Equity in Early Childhood Programs.
PUB DATE- 97
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Books; Childrens Literature; Class Activities; Classroom Environment; *Classroom Techniques; *Cooperation; Early Childhood Education; Learning Activities; Parent Participation; Parent Teacher Cooperation; *Play; Preschool Education; Self Evaluation (Individuals); Sex Bias; *Sex Fairness; Sex Role; *Sex Stereotypes; Staff Development; Teacher Student Relationship
IDENTIFIERS- Circle Time; Classroom Rules; *Cooperative Play; Cross Sex Friendship; Cross Sex Interaction; Gender Issues; Same Sex Friendship; Same Sex Interaction

Noting the need to promote gender equity and foster cooperative play between boys and girls in early childhood programs, this guide presents ways that teachers and parents of young children can help all children realize their potential, regardless of gender, and help children learn to work and play together. Chapter 1, "Teaching for Change," focuses on self-evaluation of

DESCRIPTORS- Catholic Schools; Class Activities; Early Childhood Education; *Elementary School Curriculum; Ethical Instruction; Integrated Curriculum; Learning Activities; Moral Values; Parent Participation; Program Descriptions; *Religious Education; Values Education
IDENTIFIERS- Religious Exercises; Religious Practices

The mission of St. Cecilia Elementary School (Omaha, Nebraska) is to foster a Christian learning environment that develops the spiritual, scholastic, emotional, social, and physical needs of each child. This paper describes the school's curriculum with regard to religious education for preschool, kindergarten, first grade, and second grade. Class activities include discovery, hands on, role playing, modeling, recalling/memory, reinforcement, discussion, presentation, service, and problem solving. The paper's discussion is divided by grade level; for each grade, examples of learning activities are presented. The preschool curriculum, intended to broaden the "me-oriented" thinking of young children, includes activities for the themes of Advent, poverty, caring for our world, Lent, love and caring for creation, and multiculturalism. Themes from the kindergarten curriculum include "I am Special," "I am a Friend," Baby Moses, prayer, Advent and Lent, and resurrection. First graders are encouraged to consider Jesus' teaching in their decision making and to work on their prayer life. Second graders have lessons that include scripture, doctrine, morality, and celebration, and are exposed to the Reconciliation and Eucharist. The paper concludes by describing other school activities intended to reinforce classroom learning, planning for parent participation, and an example of a Thanksgiving paraliturgy. (EV)

ED 411 062 PS 025 710

Peterson, Terry; Pederson, Julie; Rich, Dorothy; De Kanter, Adriana; Ginsburg, Alan L.
A Compact for Learning: An Action Handbook for Family-School Community Partnerships.
PUB DATE- 97
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Planning; Definitions; Educational Improvement; Educational Objectives; Elementary Secondary Education; Parent Participation; *Parent School Relationship; *Partnerships in Education; *School Community Relationship
IDENTIFIERS- *School Parent Compacts

A compact is a commitment to sharing responsibility for student learning and an action plan for a family-school-community partnership to help children get a high-quality education. All across America parents, teachers, and community and business leaders are creating such compacts to build and strengthen partnerships for improved student learning. This handbook is designed to take a family-school compact team through the steps of building a compact. It provides information, strategies examples, and checklists to help parents, educators, and community members develop effective, workable compacts that can improve the school and increase student achievement. Following an introduction which describes the nature of the compact and outlines Title I legislation for high standards and student achievement, the handbook details the steps of the compact: (1)

*Middle Aged Adults; *Parent Child Relationship; Parent Influence; Parent Role; *Parenting Skills; Personal Narratives; Remarriage; Sibling Relationship
IDENTIFIERS- Parenting Styles

In light of the increasing numbers of men becoming fathers during middle age, this book examines the social and economic pressures facing older fathers and the personal adjustments that they and their families must make. Chapter 1 introduces the topic through a narrative recounting a personal experience. Chapter 2, "The Twilight Zone," presents information on the incidence of older fatherhood, and describes the process of interviewing older fathers, wives, and children. Also discussed are adult development stages for men, changing concepts of fatherhood, and moral concerns about late fatherhood. Chapter 3, "Honey, I'm Nurturing the Kid!" concerns men's psychological changes in middle age that contribute to differences between fathering during middle age and fathering at a younger age. Chapter 4, "Older Men and Younger Women," concerns motivations for forming older man-younger women unions and differences in child rearing styles. Chapter 5, "The Adoption Connection," compares open and closed adoption, and presents several couples' experiences with adoption. Chapter 6, "In the Shadows: The Other Children," discusses the adjustments made by grown children of a father's first marriage. Chapter 7, "Eccentric Faddists or Latter-Day Columbuses?" places the phenomenon of middle-aged fatherhood in historical perspective. Chapter 8, "Is Late Fathering Bad for Kids?" examines the mortality problem, children's perceptions of their older fathers, and the impact of parental death at a young age. Chapter 9, "Changes," is a father-son conversation comparing fathers of different ages, the impact of parental divorce and death on children, and fathering in the 1990s. Contains 23 references. (KB)

ED 411 080 PS 025 771

Cheek, Lisa; Logan, Karen; Sprecher, Sharon; Streitmatter, Barbara
Improving Age Appropriate Social Skills To Enhance Academic Performance.
PUB DATE- 97
NOTE- 88p.; Master's Field-Based Action Research Project, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Aggression; Autism; Check Lists; Elementary Education; *Elementary School Students; *Interpersonal Competence; Listening; Moderate Mental Retardation; Parent Participation; Program Effectiveness; Special Needs Students; Student Behavior; Surveys; Time On Task
IDENTIFIERS- Anecdotal Records; Teacher Journals

This action research project examined the impact of a program for improving age-inappropriate behaviors that interfere with personal and academic progress. A total of 69 students from 3 elementary classrooms and 2 speech therapy groups were involved in the research. The targeted population consisted of fourth and sixth graders; students with autism in a self-contained classroom; and 3- through 12-year-olds with moderate mental retardation in a self-contained building, all in central Illinois communities. Inappropriate classroom behavior related to listening, on-task behavior, cooperative learning, and aggression was documented through teacher check lists, parent and teacher surveys, teacher anecdotal notes, teacher and student journals, test scores, and progress toward Individual

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Battered Women; Cognitive Tests; Educationally Disadvantaged; Elementary Education; Family Problems; *Family Violence; Foreign Countries; *High Risk Students; *Homeless People; *Performance Factors; Preadolescents
IDENTIFIERS- *Children of Battered Women; Shelters; Spouse Abuse Shelters

Children's exposure to family violence may lead to increased school difficulties, as shown in studies demonstrating the relationship between children's adjustment disorders and stressful family events. To examine the unique effects of violence on children's cognition, this study compared the academic performance and conflict levels of two groups of children, ages 6 to 12, and their mothers: those living in battered women's shelters and those in homeless shelters. Seventy-three families (113 children) from battered women's shelters and 55 families (82 children) from homeless shelters completed a variety of tests including the Conflict Tactics Scale, the General Health Questionnaire and the Child Behavior checklist. The children completed the Wide Range Achievement Test, the Digit Scan, and the Children's Locus of Control Scale. Few significant differences were found among the children's test results; in addition, the results were similar for homeless shelter children with no violence in their histories and for those with past exposure to violence (not within the past year). The prediction that extreme family violence would lead to extremely poor school performance also was not supported. Furthermore, when families were retested 10 months after leaving the battered women's shelter, no changes were found in children's cognitive performance. Although children in shelter situations do experience school difficulties, the data demonstrate that school performance is not uniquely affected by family violence. (Contains 12 references.) (CH)

ED 411 097 PS 025 823

Connolly, Theresa; Struck, Beth; Tennant, Michelle, Ed.; Brady, Barbara, Ed.
Helping Baby Grow. Level 1--Birth to One Year.
PUB DATE- 94
NOTE- 296p.; For Level 2 of "Helping Baby Grow," see PS 025 824.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activities; Cognitive Development; Developmental Stages; *Individual Development; *Infants; Neonates; Physical Development; Social Development
IDENTIFIERS- *Developmentally Appropriate Programs

Designed for use in the home and in professional child-care settings, this program presents developmentally appropriate activities to support growth and development of infants from birth to 1 year. Each of the six 2-month long units contains 24 sets of activities called Activity Plans, with the suggestion to use three activity plans per week. Each unit also has an introduction outlining average developmental milestones for the end of each 2-month period. Activities cover a range of developmental areas, including large muscles, hearing, language

Record: Barriers to Being Somebody"; chapter 11, "The Internal Colony Labyrinth: Perpetuating the Consciousness of Inferiority"; chapter 12, "The Internal Colony Labyrinth: Non-Colonized, Non-Chicano Roles"; chapter 13, "Those Mexicans: A Republican Protestant View"; and chapter 14, "Chicano Nationalism: A New Birth of Freedom." Includes a glossary, key terms and discussion questions for each chapter, and an index. Contains references. (LP)

ED 411 114 RC 021 129

Carver, Rebecca L.
When the ABCs That Students Learn Are Agency, Belonging, and Competence.
PUB DATE- 97
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Community Organizations; Community Programs; *Educational Objectives; *Educational Principles; Elementary Secondary Education; *Empowerment; *Experiential Learning; Holistic Approach; Inner City; Program Descriptions; Service Learning; Student Development; Student Experience; Urban Youth; Youth Agencies; *Youth Programs

A study examined experiential education programs in terms of how they developed participants' personal agency, sense of belonging, and levels of competence. Personal agency empowers students to become change agents in their lives and communities; sense of belonging enables participants to see themselves as members of a community with rights and responsibilities; and developing competence involves learning new skills, acquiring knowledge, and applying what was learned. Research sites were selected that had institutional norms compatible with the principles of experiential education and offered multicultural populations of inner-city youth ample opportunity to gain exposure to the organization (usually several years). Sites included a professionally operated newspaper staffed almost entirely by youth, a performing arts center located in the heart of an inner-city neighborhood, a local chapter of a national organization with the mission of empowering girls and young women, and an organization staffed mostly by teenagers and young adults serving youth infected or affected by the HIV virus. Data included observations of organizational activities over a 10-week period, informal and formal interviews with youth and staff, and products created at the sites. The remainder of the report summarizes normal everyday events at these organizations; documents how the organizations are effective in promoting agency, belonging, and competence among participants and staff; and includes information on sponsoring organization, student population, project goals, and program components. (LP)

ED 411 115 RC 021 130

James, Betty Harris
Organizing Communities for Educational Improvement: The Brownsville Site Interim Report. Urban Education Annual Report 1993.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Information" (Fry); and "The Meaning of 'X' in Linear Equation and Inequality" (Fujii). (MKR)

ED 411 129   SE 057 055

Borbas, Andrea, Ed.
Proceedings of the Annual Conference of the International Group for the Psychology of Mathematics Education (12th, Veszprem, Hungary, July 20-25, 1988), Volume 2.
PUB DATE- 88
NOTE- 356p.; For volume 1, see SE 057 054.
LANGUAGE- English; French
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Education

The proceedings for the annual conference of the International Group for the Psychology of Mathematics Education (PME) include the following papers: "Intervention in a Mathematics Course at the College Level" (L. Gattuso & R. Lacasse); "The Education of Talented Children" (F. Genzwein); "The Development of a Model for Competence in Mathematical Problem Solving Based on Systems of Cognitive Representation" (G.A. Goldin); "Pilot Work on Secondary Level" (M. Halmos); "On the Textual and the Semantic Structure of Mapping Rule and Multiplicative Compare Problems" (G. Harel, T. Post, & M. Behr); "Forging the Link between Practical and Formal Mathematics" (K.M. Hart & A. Sinkinson); "The Kindergartners' Understanding of the Notion of Rank" (N. Herscovics & J.D. Bergeron); "Initial Research into the Understanding of Percentages" (R. Hershkowitz & T. Halevi); "Structuring and Destructuring a Solution: An Example of Problem Solving Work with the Computer" (J. Hillel, J.L. Gurtner, & C. Kieran); "Metacognition: The Role of the 'Inner Teacher'" (I. Hirayashi & K. Shigematsu); "Formalizing Intuitive Descriptions in a Parallelogram LOGO Microworld" (C. Hoyles & R. Noss); "One Mathematics Teacher" (B. Jaworski); "Learning the Structure of Algebraic Expressions and Equations" (C. Kieran); "The Influence of Teaching on Children's Strategies for Solving Proportional and Inversely Proportional Word Problems" (W. Kurth); "Constructing Bridges from Intrinsic to Cartesian Geometry" (C. Kynigos); "Concepts in Secondary Mathematics in Botswana" (H. Lea); "A Developmental Model of a First Level Competency in Procedural Thinking in LOGO: 'May Be We're Not Expert, But We're Competent'" (T. Lemerise); "The Naive Concept of Sets in Elementary Teachers" (L. Linchevski & S. Vinner); Concrete Introduction to Programming Languages and Observation of Piagetian Stages" (F. Lowenthal); "Cognitive and Metacognitive Shifts" (J.H. Mason & P.J. Davis); "Learning Mathematics Cooperatively with CAI" (Z. Mevarech); "Mathematical Pattern-Finding Elementary School, Focus on Pupils' Strategies and Difficulties in Problem-Solving" (N. Nohda); "The Construction of an Algebraic Concept Through Conflict" (A. Olivier); "Gender and Mathematics: The Prediction of Choice and Achievement" (W. Otten & H. Kuyper); "Teaching and Learning Methods for Problem Solving: Some Theoretical Issues and Psychological Hypotheses" (J. Rogalski & A. Robert); "Student-Sensitive Teaching at the Tertiary Level: A Case Study" (P. Rogers); "Strategy Choice in Solving Additions: Memory of Understanding of Numerical Relations" (A.D. Schliemann); "Representation of Functions and Analogies" (B. Schwarz & M. Bruckheimer); "Operational vs. Structural Method of Teaching Mathematics - Case Study" (A. Sfard); "Epistemological Remarks on Functions" (A. Sierpinska);

"Canonical Representations of Fractions as Cognitive Obstacles in Elementary Teachers" (L. Linchevsky & S. Vinner); "Using Concept Maps to Explore Students' Understanding in Geometry" (H. Mansfield & J. Happs); "Mental Images: Some Problems Related to the Development of Solids" (M.A. Mariotti); "The Role of the Figure in Stu

ED 411 142 SE 058 804

Vergnaud, Gerard, Ed.; Rogalski, Janine, Ed.; Artique, Michele, Ed.
Proceedings of the Annual Conference of the International Group for the Psychology of Mathematics Education (13th, Paris, France, July 9-13, 1989), Volume 3.
PUB DATE- 89
NOTE- 291p.; For volumes 1 and 2, see SE 058 802-803.
LANGUAGE- French; English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Education

This proceedings of the annual conference of the International Group for the Psychology of Mathematics Education (PME) includes the following research papers: "A Model of Understanding Two-Digit Numeration and Computation" (H. Murray & A. Olivier); "The Computer Produces a Special Graphic Situation of Learning the Change of Coordinate System" (S. Nadot); "Epistemological Analysis of Early Multiplication" (N. Nantais & N. Herscovics); "Are the Van Hiele Levels Applicable to Transformation Geometry?" (L. Nasser); "Intuitive and Formal Learning of Ratio Concepts" (P. Nesher & M. Sukenik); "Early Conceptions of Subtraction" (D. Neuman); "Computational, Estimation Performance and Strategies Used by Select Fifth and Eighth Grade Japanese Students" (N. Nohda, J. Ishida, K. Shimizu, S. Yoshikawa, R.E. Reys, & B.J. Reys); "Associations Among High School Students' Interactions with Logo and Mathematical Thinking" (J. Olive); "Graphic Constructions with Computer to Learn 3D Reference Systems" (I. Osta); "Applied Problem Solving in Intuitive Geometry" (J.P. Pace); "L'incidence de l'Environment sur la Perception et la Representation d'Objets Geometriques" (R. Pallascio, L. Talbot, R. Allaire, & P. Mongeau); "Angles et Pixels - Quelle Synergie a 9 Ans?" (C. Parmentier); "Interaction by Open Discussion and 'Scientific Debate' in a Class of 12-Years Old Pupils" (T. Patronis); "Formal and Informal Sources of Mental Models for Negative Numbers" (I. Peled, S. Mukhopadhyay, & L.B. Resnick); "Inverse Procedures: The Influence of a Didactic Proposal on Pupils' Strategies" (A. Pesci); "Through the Recursive Eye: Mathematical Understanding as a Dynamic Phenomenon" (S. Pirie & T. Kieren); "Cognitive Aspects of the Learning of Mathematics in a Multicultural School" (N. Presmeg & A. Frank); "Qualitative and Quantitative Predictions as Determinants of System Control" (M. Reiss); "Transfer between Function Representations: A Computational Model" (B. Schwarz & T. Dreyfus); "Transition from Operational to Structural Conception: The Notion of Function Revisited" (A. Sfard); "Supercalculators and Research on Learning" (R. Shumway); "How and When Attitudes Towards Mathematics and Infinity Become Constituted into Obstacles in Students?" (A. Sierpinska & M. Viwegier); "Learning Y-Intercept: Assembling the Pieces of an 'Atomic' Concept" (J. Smith, A. Arcavi, & A.H. Schoenfeld); "Computers, Video, Both or Neither: Which is Better for Teaching Geometry?" (N. Snir, Z. Mevarech, & N. Movshovitz-

*Comparative Analysis; Constitutional Law; Criminal Law; Cultural Differences; Due Process; Foreign Countries; *International Studies; *Law Related Education; Laws; Resources; Secondary Education; Social Attitudes; Social Studies; Student Projects; Student Publications

A compilation of student impressions of legal systems and constitutions in different countries, this booklet contains examples of student work completed at a 5-day law related education institute in Washington, D.C. in 1990. The institute brought together students representing seven different countries (China, France, United Kingdom, the Netherlands, India, the Philippines, and Sri Lanka) to explore law and social issues. Countries participating in the institute included Brazil, China, Denmark, France, Japan, Kuwait, Mexico, the Netherlands, and the Philippines. The booklet contains student poetry, letters, essays, and cartoons that express attitudes and positions on legal and constitutional issues that became topics for exploration at the institute. (TSV)

ED 411 167 SO 026 210

Hepburn, Mary A.
Vicarious Violence on TV: A Challenge to LRE. Technical Assistance Bulletin No. 16.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Cultural Influences; Elementary Secondary Education; Instructional Materials; *Law Related Education; *Mass Media Effects; Mass Media Role; Programming (Broadcast); Social Attitudes; *Social Control; Social Influences; Social Problems; Social Studies; Television Research; *Television Viewing; *Violence

Maintaining that the sociological implications of violence on television should be a serious concern to law-related education (LRE) professionals, this bulletin describes the importance of the television media, examines the effects of violent television programs, and discusses possible implications for LRE educators. Included in the pamphlet is an eight-item annotated resource list to be used by members of the LRE community interested in helping to educate students about violence on television. The pamphlet concludes that through increased attention to the problem of violence on television, young people may become wise consumers of television programming and thus can better influence the overall quality of television programming. Contains 18 references. (TSV)

ED 411 168 SO 026 212

Hardin, Julia P., Ed.
Legacy: Challenging Lessons in Civics and Citizenship.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 249p.; Some pages contain light, broken type.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Civics; Civil Law;

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Law; Constitutional Law; Criminal Law; Due Process; *Juvenile Justice; *Law Related Education; Secondary Education; Social Attitudes; Social Control; Social Environment; Social Studies; Student Responsibility; *Student Rights; Student School Relationship; Welfare Agencies; Youth Agencies; Youth Problems
IDENTIFIERS- *Illinois; *United States Constitution

Intended to educate youth and parents about the rights and responsibilities of youth in society, this manual outlines the prevailing rules as well as U.S. and Illinois laws applying to youth. Separated into four categories, the manual explores the relationship of youth to society, youth to family, social controls on youth, and the rights and responsibilities of youth in schools. The integration of this information into the lives of children and young adults is designed to promote the preservation of rights and recognition of responsibilities which lie at the core of democracy. The pamphlet concludes with a description of additional resources available through the Constitutional Rights Foundation and information on how to obtain them. (TSV)

ED 411 190 SO 027 699

Parker, Gail Underwood
Creative Activities for Music and Humanities Classes.
PUB DATE- 96
NOTE- 135p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Resources; *Humanities Instruction; Intermediate Grades; Middle Schools; *Music; *Music Appreciation; *Music Education; Role Playing; Secondary Education; Social Studies; Teaching Guides
IDENTIFIERS- *Music Composers; *Music History

This resource contains lessons and reproducible student worksheets for use with middle, junior, and senior high students. The lessons, which can be used as part of a general music program, a music appreciation class, or a humanities class, explore composers, music repertoire, careers, musical values, elements of music, personal music preferences, and music's role in society, past and present. The book contains directions, worksheets, checklists, and guides to interest students in the lives of composers through role-playing experiences. Students are engaged in musical decisions through real-life simulations, scavenger hunts, interviews, and independent or collaborative research. An activity comparison chart gives an overview of the lessons in alphabetical order. This chart indicates the format of each lesson, the focus of the lesson, and whether it involves the community. The guide concludes with curriculum overviews, sample lesson overviews, and category charts of songs, themes, and symphonic selections. (MM)

ED 411 191 SO 027 713

Hurwitz, Al
The Gifted and Talented in Art: A Guide to Program Planning.

Teaching Methods

Stemming from a teacher/researcher's experience in a public school where music was "hated" by students, this study investigates how early elementary students understand and appreciate music, and how classroom teachers can help students in this process. The research was conducted in a first and a second grade class in two Boston (Massachusetts) area schools. Equipped with a compact disk (CD) player, music, a tape recorder, and a series of lesson plans, the teacher/researcher conducted eight one-hour sessions with the second grade class and four fifty-minute sessions with the first grade class. She asked questions to elicit responses. The research revealed that students approached understanding music in seven different ways: specific instruments heard, repeats or patterns in the music, parts or divisions identified, sounds of the notes, images created by the music, connections with a prior memory, and feelings evoked. Classroom teachers with little or no musical training can incorporate music instruction in their classrooms to supplement instruction given by specialists. Knowing the way students approach music can aid teachers in guiding students to a deeper understanding of music. (Contains 19 references.) (LH)

ED 411 210 SP 037 493

Freeman, Carol Cook; Smith, David Lee
Active and Engaged? Lessons from an Interdisciplinary and Collaborative College Mathematics and Science Course for Preservice Teachers.
PUB DATE- 97
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *College Mathematics; *College Science; Elementary Education; Higher Education; *Interdisciplinary Approach; *Metacognition; Pilot Projects; Portfolio Assessment; Preservice Teacher Education; Student Evaluation; *Team Teaching
IDENTIFIERS- *Womens Ways of Knowing

A new interdisciplinary science and mathematics course for preservice elementary/special education teachers at LaSalle University (Pennsylvania) is examined. "Explorations in Science and Mathematics" was designed to develop core skills, critical thinking and communication, understanding of math and science as real-life activities, confidence in the subject matter, and metacognitive awareness of the learning processes involved. During the pilot semester, a constant comparison method was used to identify topics studied, engagement, beliefs and attitudes about mathematics and science throughout the course, comprehension of course content, and connections drawn to future teaching. Primary sources of data were interviews with faculty, notes and records from the course planning process, course documents, comprehensive portfolios of all student course work, and focus group interviews with students conducted at the end of the semester. Categories of Silence (knowing in action), Received Knowing, Subjective Knowing, Procedural Knowing, and Constructed Knowing from "Women's Ways of Knowing" became important in the construction of rubrics. Students who did well tended toward Procedural (connected) and Subjective ways of knowing. Discrepancies between faculty and student programs within the State University System (SUS) of Florida examined the quality of curricula, characteristics of students and faculty, nature and adequacy of facilities and resources, responses to previous program review recommendations, and program progress. Six programs at four universities prepared self-studies, following Board of Regents (BOR) guidelines. BOR staff and consultants reviewed the self-studies and additional system-level data before making site visits at which they reviewed documents and conducted interviews with the president and/or provost, other central administrators, the college dean, department chairs, faculty, students, alumni, and others. This report includes field-wide observations regarding the disciplines, a systemwide report, systemwide recommendations, and reports for each program at each university, noting institutional recommendations. Results indicate that the status of Florida's programs is appropriate. The programs are strong, and the curricula are solid, but the programs need additional financial support. Four appendixes list: (1) program review consultants; (2) program review coordinators; (3) inventory of SUS degree programs in the field; and (4) a curriculum vitae for the lead consultant. (SM)

ED 411 230   SP 037 520

Haywood, Kathleen M.
Authentic Assessment of Movement Requires a Developmental
  Approach. Central District Scholar Address.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Child Development; Dance Education; *Developmental
  Stages; Educational Change; Elementary Secondary Education;
  Evaluation Methods; Motor Development; *Movement Education;
  Skill Development; *Student Evaluation
IDENTIFIERS- *Authentic Assessment

Educators have recognized the limitations of artificial assessments and called for more authentic assessments of student performance, i.e., assessment that is contextualized. In the field of movement education, teachers have typically tended to evaluate their students by administering skill tests, categorizing children for their developmental level on fundamental skills, and watching students play in games. However, skill tests are not very authentic, and game playing is only authentic if the context is specified. Motor development scholars increasingly use a new model of movement that can help teachers design authentic assessment. The model takes into consideration person, task, and environment. The paper presents examples of using a movement model based on Herkowitz' Task Analysis to conduct authentic assessment of two tasks (kicking for accuracy and throwing for distance). The system was designed to analyze a movement task by specifying characteristics of the environment and their levels on an easy-to-hard or simple-to-complex continuum. (Contains 11 references.) (SM)

ED 411 231   SP 037 521

Neumann, Anna, Ed.; Peterson, Penelope L., Ed.
Learning from Our Lives: Women, Research, and Autobiography in
  Education.
PUB DATE- 97
NOTE- 261p.

IDENTIFIERS- *Work Values

In response to input from the employment and training community, the Department of Labor's Assessment and Research Development Program (ARDP) and its state partners have developed two self-assessment work value instruments to be incorporated into career exploration and counseling programs. Computerized multiple rank-order and paper-and-pencil card-sorting instruments based on the Theory of Work Adjustment (R. V. Dawis and L. H. Lofquist, 1984) were developed. Ninety-six employment service clients completed one of the work value instruments during a pilot study. Four subsequent studies, involving 1,605 employment service customers and students from vocational/technical and junior colleges, were conducted to examine the psychometric properties of the instruments. Relationships between scores and the new work value instruments and scores on the Minnesota Importance Questionnaire (J. B. Rounds, G. A. Henly, R. V. Dawis, L. H. Lofquist, and D. J. Weiss, 1981) will be examined to determine construct validity. Respondent reaction data and administration times for the pilot test and the main studies are reported here. (Contains three tables and six references.) (SLD)

ED 411 249 TM 027 159

Heiman, Rachel J.
"Becoming" through the Research Experience: The Quotidian Tensions of Social Transformation.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Labeling (of Persons); *Learning Experience; *Life Events; Models; *Research Methodology; *Researchers; Social Change; Stereotypes
IDENTIFIERS- Researcher Role; Researcher Subject Relationship

The importance of personal experiences of a researcher that are "outside" of the research domain in dealing with the researcher's object of study is explored. It is equally true that research questions can also affect how one understands or experiences topical issues in a later personal experience. The researcher's personal experience dealing with a child with attention deficit hyperactivity disorder became a factor in her reaction to the suggestion that she herself was dyslexic. Reflecting on the labeling of people with "deficit" conditions resulted in increased understanding of her own situation and an altered perception of research objects. No matter how hard the researcher tries to be objective, he or she cannot escape the personal components of the interpretive framework being applied. Research is furthered when those personal constructions are acknowledged and examined. The dialectic between research and researcher cannot be ignored. (Contains 17 references.) (SLD)

ED 411 250 TM 027 168

Bryan, Lynn A.
Learning from Experience: Parallel Paths of a Researcher and a Participant.
PUB DATE- 97

with three faculty members (teacher educators) and eight students whose dissertations were audited. The purpose of an audit is to examine the process and the product of the research inquiry. It examines the audit trail materials used by the researcher, such as raw data, data reduction and analysis products, reconstruction and synthesis products, notes, materials related to intentions and dispositions, and instrument development information. Validity and verification documentation and materials specifically prepared for the audit process are also examined. The process used to conduct an audit is described, from the initial consultation with the researchers through the review of the dissertation. The object is to determine whether the research process is documented clearly and whether the conclusions and interpretations are supported by the data and warranted based on the documentation provided. The confirmation students receive from the audit can provide greater confidence in the qualitative research process. One appendix presents an attestation prepared as the result of an audit, and the other discusses types of materials submitted for an external audit. (Contains 20 references.) (SLD)

ED 411 269 TM 027 230

De Champlain, Andre F.; Gessaroli, Marc E.
An Empirical Comparison of Two LISREL Chi-Square Goodness-of-Fit Statistics and the Implications for Dimensionality Assessment of Item Response Data.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; Comparative Analysis; *Goodness of Fit; *Item Response Theory; Sample Size; *Statistical Analysis; *Test Items; Test Length
IDENTIFIERS- *Dimensionality (Tests); *LISREL Computer Program; Type I Errors

A study was conducted to compare, with simulated unidimensional and two-dimensional sets, the Type I error probabilities and rejection rates obtained with two versions of the LISREL computer program, the earlier version PRELIS/LISREL 7 and the later version PRELIS2/LISREL8, a version that corrects the asymptotic covariance matrix. Unidimensional data sets were generated according to sample sizes of 2,500 and 5,000 and test lengths of 10 and 20 items. Two-dimensional item response vectors were generated for the same sample sizes and test lengths. Findings with unidimensional data sets suggest that the correction in PRELIS2 resulted in higher Type I error rates with the chi-square goodness-of-fit statistic. Rejection rates obtained using the LISREL8 chi-square fit statistic were high across all simulated two dimensional conditions. Results suggest that the LISREL7 chi-square fit statistic should be recommended to the researcher interested in determining whether the assumption of unidimensionality has been violated. (Contains 2 tables and 29 references.) (SLD)

ED 411 270 TM 027 236

Harwell, Michael
An Investigation of the Effect of Nonlinearity of Regression on the ANCOVA F Test.

Series.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Colleges; Cost Estimates; *Decision Making; *Higher Education; *Insurance; Legal Responsibility; *Risk Management; Universities
IDENTIFIERS- *Loss Prevention; *Risk Assessment; Risk Reduction

No matter what type of insurance or how much actual coverage an individual college or university obtains, it will always pay for its own losses one way or another. This pamphlet is intended to assist colleges and universities to meet that challenge by providing administrators with a structure for analyzing and managing risks and determining the best loss prevention approach. The four sections include discussions on: (1) a general logical process for risk analysis and management; (2) the philosophical underpinnings of risk management; (3) various options for managing risks once they have been identified, including loss control, commercial insurance, and self-insurance; and (4) a "case study" of a hypothetical university's approach risk management decision process including identifying and analyzing the risk, evaluating its potential cost, and choosing appropriate loss coverage for Director's and Officer's insurance. Appended are a list of liability perils and exposures in higher education and a sample guide for an institution requesting broker qualifications and conceptual proposals. (LEE)

ED 410 839 HE 030 413

Stevens, Ann R.
Ownership and Retention of Data. NACUA Publication Series.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; Compliance (Legal); Data Collection; Departments; *Higher Education; Information Policy; *Intellectual Property; *Legal Problems; *Legal Responsibility; *Ownership; *Research; Research Utilization
IDENTIFIERS- *Data Management; Sponsored Research; Sponsors

The purpose of this pamphlet is to clarify the issues pertaining to ownership of research data. It examines legal issues on data management for colleges and universities and suggests ways to better articulate statements regarding data management and ownership. It urges universities, research sponsors, and other pertinent groups to develop policies on data management as they relate to specific disciplines. It reviews definitions of "research data" and "research to be retained" in relation to of policies used by various professional organizations. Data retention issues of custody and length of time to retain data are covered. A poll of 41 universities in the summer of 1993, is reported in which the consensus was that the principal investigator or scientific director should be the custodian of all original data, but opinion varied widely on how long data included: a confusing administrative bureaucracy; fragmented sources of information; access to technology resources; campus parking and transportation; bookshop and meal expenses; campus aesthetics; and performance of the student council. (Contains 10 references.) (CH)

ED 410 856 HE 030 431

Race, Phil; McDowell, Steve
500 Computing Tips for Teachers and Lecturers.
PUB DATE- 96
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Anxiety; Computer Assisted Instruction; Computer Literacy; Computer Peripherals; Computer Security; Computer Selection; *Computer Uses in Education; Courseware; Educational Innovation; Educational Resources; *Educational Technology; Elementary Secondary Education; Higher Education; *Information Technology; Instructional Innovation; Instructional Materials; Internet; Programmed Instructional Materials; Teachers; Telecommunications

This how-to manual is intended to ease the transition to the information technology age even for those teachers who have no previous knowledge or experience with computers. Written in a concise, numbered paragraph format, the text uses simple nontechnical language. The first chapter titled, "Getting Started with Computers," covers choosing and purchasing a computer, using free or cheap items, organizing the work space, and "green" issues such as power consumption; a "panic page" provides tips for dealing with common pitfalls. Chapter 2 discusses software: learning how to use a new program, finding help, word processing, spreadsheets, databases, desktop publishing, special software and computer graphics, data communications, networking, and the Internet. Chapter 3 covers the use of information technology for teaching and learning; assessment methods; finding and using computer-based teaching materials for science, music, and other subjects; using computer-based materials for group work, for simulations, and for surveys and student records. Miscellaneous topics, including multimedia, printing, maintenance, peripheral hardware, laptops, legal aspects, security, viruses, graphics, scanners, and communications, are discussed in chapter 4. A glossary is appended. (A suggested reading list contains 15 references.) (CH)

ED 410 857 HE 030 432

Brown, Sally, Ed.; Smith, Brenda, Ed.
Resource-Based Learning.
SPONS. AGENCY- Staff and Educational Development Association, Birmingham (England).
PUB DATE- 96
NOTE- 154p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Computer Centers; *Curriculum Design;

Coyne, Thomas J.; Nordone, Ronald; Donovan, Joseph W.; Thygeson, William
Cost Effective Analysis of New Markets: First Steps of Enrollment Management for Nursing and Allied Health Programs. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Occupations Education; Demography; Educational Supply; *Enrollment Management; Enrollment Projections; Higher Education; Institutional Advancement; Institutional Research; *Marketing; *Needs Assessment; *Nursing Education; Program Development; *Student Recruitment
IDENTIFIERS- *AIR Forum
This paper describes the initial analyses needed to help institutions of higher education plan majors in nursing and allied health as institutions look for new markets based on demographic and employment factors. Twelve variables were identified and weighted to describe an ideal recruitment market. Using a three-phase process, potential U.S. markets were identified and five were selected as having the highest potential for return. Twenty markets were identified based on inquiry, applicant, and matriculant data from 1993 through 1995 in combination with data on metropolitan areas with populations between 50,000 and 100,000. The next phase identified markets with a strong interest in allied health programs and a projected increase in high school graduates. The third phase included an identification of potential competition within each state on a program-by-program basis and an analysis student recruitment costs in each potential new market. The final analysis applied psychographic generalities to the still remaining markets. These facts included: the relative non-mobility of first-time college students; the role of socioeconomic background on student mobility; and regional differences in mobility. The final result identified five potential new markets: Lehigh Valley (Pennsylvania), Scranton (Pennsylvania), Harrisburg (Pennsylvania), Mercer County (New Jersey), and Baltimore (Maryland). (JLS)

ED 410 875 HE 030 472

Ketcheson, Kathi A.; Tapang, Belen M.
Tracking Student Progress within a Framework of Curricular Change. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Freshmen; *Curriculum Development; Educational Change; Educational Objectives; Evaluation Methods; Higher Education; Information Systems; *Outcomes of Education; School Surveys; State Universities; Student Characteristics; *Student Experience; Student Surveys
IDENTIFIERS- *AIR Forum; *Portland State University OR
This study at Portland State University (Oregon) combined

18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admissions Officers; Church Related Colleges; College Applicants; *College Bound Students; *College Choice; College Environment; Educational Facilities; High School Seniors; High Schools; Higher Education; Institutional Research; *Parent Attitudes; Parent Participation; Private Colleges; Public Colleges; *School Catalogs; *Student Attitudes; *Student Recruitment; Universities
IDENTIFIERS- *AIR Forum

This paper offers the personal reactions of a high school student and his parents to 27 preapplication college campus visits conducted from June through August 1994. The institutions included three public, six private religious, and 18 private nonsectarian institutions. Data were obtained through observations and interviews, and the study reports the reactions of the student and his parents. The report notes that requested information about campus tours and information sessions were generally received prior to the scheduled visit; that maps and signs made locating the admissions office easy; and that the admissions offices generally had brochures and information about the college and its programs. The student's reactions to group information sessions were mixed; he felt that some presenters covered the college's admissions process, financial aid opportunities, and the application essay adequately; others did not. The campus tour was also variously experienced; usually it included the library, student center, recreation facilities, classrooms and labs; in some cases the residence hall was not included. At eight of the colleges admissions personnel conducted individual interviews. Most colleges offered "viewbooks," but college catalogs generally had to be requested. Recommendations are offered to admissions officers concerning the admissions office itself, the group information session, the individual interview, the campus tour, and informational materials. Institutional researchers are urged to gather data on student and parent reactions to campus visits. (CH)

ED 410 894 HE 030 491

Kelly, Wayne
Studying Faculty Flows Using an Interactive Spreadsheet Model. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Computer Software; *Decision Making; Early Retirement; Educational Finance; Faculty Mobility; Foreign Countries; Higher Education; Institutional Administration; Institutional Research; Markov Processes; *Mathematical Models; *Personnel Management; Personnel Needs; Predictive Measurement; Predictor Variables; Research Methodology; *Spreadsheets; Strategic Planning; Teacher Salaries; Teacher Supply and Demand
IDENTIFIERS- *AIR Forum; Microsoft Excel; *University of Calgary

graduates, which was ascribed mainly to the fact that federal aid programs cover a smaller percentage of cost than they did 15 years ago. The hearing, chaired by Senator Susan M. Collins of Maine, heard statements from: Senator James M. Jeffords of Vermont; Senator Olympia J. Snowe of Maine, who planned to introduce a "Go to College" tax incentive act; Melissa Chasse, a student who gave examples of the various federal student aid programs that had enabled her to attend college James Peacock, certified school counselor; Mid-Maine Technical Center; Andrea Cross, director of financial aid, St. Joseph's College; institutional administrators and counselors from Maine colleges, who all noted repayment burdens faced by students; and education policymakers for the state of Maine, who noted the importance of federal student aid programs to students in the state. Walter Moulton, director of student aid at Bowdoin College, presented a prepared statement suggesting three changes to the bill which would: (1) provide an alternative to the Perkins Loan Program; (2) consolidate the Parent Loans for Undergraduate Students (PLUS) program; and (3) allow use of retirement assets to help meet educational expenses. (CH)

ED 410 911 IR 018 473

Smith, Peter, Ed.
Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, South Carolina, June 7-12, 1997).
PUB DATE- 97
NOTE- 243p.; For individual papers, see IR 018 474-502. For 1996 proceedings, see ED 405 807.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Computer Networks; *Computer Uses in Education; Distance Education; *Educational Technology; Ethics; Futures (of Society); Higher Education; Information Networks; Internet; Microcomputers; Multimedia Instruction; Teacher Education; Technological Advancement; Telecommunications
IDENTIFIERS- Technology Integration

Papers from a conference on small college computing issues are: "An On-line Microcomputer Course for Pre-service Teachers" (Mary K. Abkemeier); "The Mathematics and Computer Science Learning Center (MLC)" (Solomon T. Abraham); "Multimedia for the Non-Computer Science Faculty Member" (Stephen T. Anderson, Sr.); "Achieving Continuous Improvement: Theories that Support a System Change" (Donald Armel); "Two Model Dual Degree Programs in Computational Science for Small Universities" (Gary M. Brady, Manuel Keepler, and Laura B. Smith); "Rock Hill Business, Education, and Community Online Network" (Alan Broyles); "Multimedia: Bringing the Sciences to Life--Experiences with Multimedia in the Life Sciences" (Jane F. Cavender and Steve M. Rutter); "Ethical Issues Involving the Internet" (Mary V. Connolly); "Migration to Windows NT" (Daniel T. Doles); "Are Computer Science Students Ready for the Real World" (Noreen Elliot); "Video Networks in an Electronic Classroom Environment and Analysis of Student Preferences in the Development of a Network-Based Video Distribution System" (Anatoliy Gordonov, Michael Kress, and Marianne Carlin); "The Role of Facilities and Faculty Peer-to-Peer Mentoring in Supporting Faculty's Use of Multimedia/Computer Technologies in Support of Classroom Instruction" (Arthur W. Haffner and Michael E. Kress); "IS Staff Migration to New Technology" (David G. Holland); "Design and Implement Custom Electronic

Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Software Evaluation; *Computer System Design; Costs; Electronic Mail; *Futures (of Society); *Information Technology; *Technological Advancement; Trend Analysis
IDENTIFIERS- Standardization

The purpose of this paper is to project present trends in application development into the next decades. The revolution in information technology has reduced the cost of computer hardware as well as communications. Networks will consist of three kinds of specialized components: clients, servers, and processors. Standardization of component interfaces and message structures will replace the "one size fits all" Legacy system, reduce the need for human interaction to perform a task, and reduce the cost of modifications and enhancements. Inherited data structures in Legacy systems create obstacles to enhancement and new applications that require data not accommodated in the existing structure. What is required is an environment in which systems consisting of "Best-of-Breed" components, both hardware and software, can be assembled using off-the-shelf proprietary modules. To ensure the participation of all interested parties, including institutions and vendors, consortiums must assume part of the leadership in setting and achieving goals such as: atomizing application software, standardizing component interfaces, and developing rules for peer-to-peer applications messaging. Over time, a team of component products will replace their large, complex, centralized view of data processing being delivered in Legacy software. Those who seize the opportunity to advance messaging between peer components will be forging the next generation of administrative systems. (AEF)

ED 410 931 IR 018 493

Morton, Charles H.; Shough, Stuart
Program-to-Program Articulation for the World Wide Web.
PUB DATE- 97
NOTE- 7p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Electronic Publishing; Higher Education; Internet; Two Year Colleges; *World Wide Web
IDENTIFIERS- Client Server Computing Systems; HTML; Microsoft Access; *University of South Carolina

Beginning in the Fall of 1995, the University of South Carolina-Spartanburg (USCS) embarked on a new trek to make transfer of course work from two-year, associate degree granting institutions, into baccalaureate degrees. With the vast amount of information being manipulated, it was discovered that a database would be the best method of data management; "Microsoft Access" (c) was chosen as the database engine and soon all data for the articulation agreements was entered. It was decided that the World Wide Web would be used to make the data easily accessible to students. To translate the "Microsoft Access" database reports into HTML, an "Internet Assistant" public elementary school in Athens, Georgia during the 1995-1996 school year. The paper describes the hardware and software available in the school, and the use and misuse of computers and broadcast television in the classroom. Word processing software was the most frequently used and productive classroom tool. Student misuses of computer technology included: inappropriate expectations, procrastination, and "digital delinquency" such as loading non-educational games, and typing inappropriate poems and stories. Teacher misuses of technology included: searching of the Internet during the class, without prior identification and previewing of sites, and the use of electronic fraction bars which were more easily used in their regular plastic form. The difficulties with a student-produced broadcast of the morning announcements are discussed. Conclusions from the year-long observation include: (1) infusions of hardware and software alone will prove to be educationally ineffective--ongoing teacher training and school level support are essential; (2) disadvantaged youth need greater access to computers during school hours than their more well-to-do peers who often have technology resources at home; and (3) legitimate educational goals derived from established curriculum guidelines must drive the use of electronic technology. (SWC)

ED 410 950   IR 018 539

Report to the President on the Use of Technology To Strengthen K-12 Education in the United States.
PUB DATE- 97
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Computer Networks; Computer Software; *Computer Uses in Education; Educational Assessment; Educational Finance; Educational Needs; Educational Objectives; *Educational Planning; Educational Policy; *Educational Technology; *Elementary Secondary Education; Microcomputers; National Programs; Professional Development; *School Effectiveness; Students; Teachers
IDENTIFIERS- Access to Computers; *Technology Integration

While a number of different approaches have been suggested for the improvement of K-12 education in the United States, one common element of many plans is the more extensive and more effective utilization of computer, networking, and other technologies in support of a broad program of systemic and curricular reform. The Panel on Educational Technology was organized in April 1995 to provide independent advice to the President on matters related to the application of various technologies--in particular, interactive computer- and network-based technologies--to K-12 education in the United States. This report presents its findings and recommendations, which are based on a (on-exhaustive) review of the research literature and on written submissions and private White House briefings from a number of academic and industrial researchers, practicing educators, software developers, governmental agencies, and professional and industry organizations involved in various ways with the application of technology to education. The Panel's major recommendations include: focus on learning with technology, not about technology; emphasize content and pedagogy, not just hardware; give special attention to professional development; engage in realistic budgeting; ensure equitable, universal access; and initiate a major program of experimental research. The report contains an

Resources; Futures (of Society); Information Dissemination; Information Industry; *Information Services; Information Technology; Technological Advancement
IDENTIFIERS- *ERIC; National Library of Education DC

This report describes the work that the ERIC system must do in the future in order to accommodate the rising needs of patrons in a networked electronic world. The report highlights two dilemmas that compromise ERIC's continued ability to deliver what patrons expect. The first dilemma concerns ERIC's legacy of remarkable efficiency. While per pupil expenditures have doubled and federal education expenditures have quadrupled (in constant dollars), ERIC's resources have been cut by 80%, though the system has managed to flourish. The second dilemma is that ERIC is a paper-based system in an emerging electronic age. This report recommends four principles of a suitable new operations framework for ERIC: (1) sustain and increase ERIC's capacity to meet rising expectations in the information age; (2) think of ERIC as a key, load-bearing wall as the National Library of Education is built; (3) foster ERIC as the main place for organizing, linking, describing, and making accessible all education resources in all formats; and (4) develop to a much higher level ERIC's historic capacity to create useful and authoritative syntheses, analyses, and interpretations--in other words, the substantive intellectual capacity of each of the 16 ERIC Clearinghouses. (Author/AEF)

ED 410 970 IR 056 464

Ryan, Joe; McClure, Charles R.
Citizen Access to Government and Other Information.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 377p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Federal Aid; *Grants; *Library Development; Library Funding; Library Networks; Library Services; *Program Evaluation; Shared Resources and Services; Staff Development
IDENTIFIERS- *Oregon (Portland)

This report presents the results of a June 1997 onsite evaluation of a U.S. Department of Education HEA II-B grant awarded to the Portland Area Library System (PORTALS) during the period October 1, 1995 to September 30, 1997. The grant offered an opportunity to increase collaboration among PORTALS members via the activities of network deployment, information resources and services provision, and collective formative and summative evaluation. In addition to PORTALS, grant participants include: Multnomah County Library, Oregon Historical Society, and the Oregon State Library. The report looks at each grant participant's activities covering: project objectives; chronology of events and accomplishments to date; staff development activities; principal project work products; dissemination of project results; evaluation activities; lessons learned; next steps; and recommendations. Substantially improved citizen access to federal, state, county, and city government information in Oregon as a result of the grant are documented. The report closes with overall conclusions and recommendations to PORTALS. Contains extensive appendices. (Author/AEF)

ED 410 971 IR 056 469

DuBois, Glenn, Comp.
Proceedings of the Annual Meeting of the National Council of State Directors of Community Colleges (Anaheim, CA, April 12, 1997).
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Career Counseling; Change Strategies; *College Role; *Community Colleges; *Education Work Relationship; Educational Legislation; Job Training; Labor Force Development; Partnerships in Education; Program Development; Program Implementation; *State Programs; Two Year Colleges; *Welfare Services
IDENTIFIERS- *Welfare Reform

This proceedings contains reports from nine states on welfare reform efforts and their effects on community colleges. Reports are presented from the following states: (1) South Carolina, reviewing the state's efforts to create an alliance with local businesses to train a self-sufficient work force; (2) Wyoming, revealing that a skills training program has been developed to teach both life and basic skills at selected community colleges; (3) Utah, indicating that several state services have been consolidated into career centers on community college campuses; (4) New Mexico, highlighting the goals, characteristics, and major concerns related to the state's reform efforts; (5) Iowa, describing the current status of the state's community colleges with respect to funding, accreditation, and enrollment in vocational education programs; (6) Florida, including a table comparing work requirements in federal and Florida law and a discussion of the potential negative effects of welfare reform on community colleges; (7) Colorado, indicating that the state has not yet resolved key legislative issues related to welfare reform; (8) California, reviewing program enrollments and student characteristics at the state's community colleges, as well as the colleges' role in welfare reform; and (9) New York, reviewing six key issues related to welfare reform that will affect higher education in the state. (YKH)

ED 410 991 JC 970 430

Balch, David E.; Patino, I. F.
Learning Online: A 20th Century Zen Experience.
PUB DATE- 97
NOTE- 12p.; Paper presented at Annual Meeting of the Academy of Criminal Justice Sciences (Louisville, KY, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Computer Mediated Communication; *Curriculum Development; *Distance Education; Internet; *Police Education; Program Development; Program Implementation; Two Year Colleges; *World Wide Web
IDENTIFIERS- Rio Hondo Community College CA

California's Rio Hondo Community College (RHCC) began developing on-line programs in response to rapidly approaching external changes affecting education and training. These changes included reduced funding for expansion, increased needs for inservice training, increasing numbers of adult students, and

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accreditation (Institutions); *College Outcomes Assessment; Community Colleges; *Educational Assessment; *Educational Strategies; Needs Assessment; Professional Development; *Research Utilization; *School Effectiveness; School Surveys; Student Evaluation; Two Year Colleges
IDENTIFIERS- *Bellevue Community College WA; Small Group Instructional Diagnosis

In response to recommendations from an accreditation visit regarding improvements in the utilization of research findings, Washington's Bellevue Community College (BCC) developed this assessment inventory to give faculty and staff a more complete understanding of student outcomes and assessment efforts at the college. Following an executive summary and introduction, a chart summarizing assessment activities conducted between 1992 and 1997 is presented, including information on participating groups, results, and project contacts. Next, results are provided from a study of all 380 faculty regarding assessment activities and methods. This section indicates that only 33 faculty responded and lists individual and departmental activities, assessment methods, faculty attendance at workshops, assessment-related resources, and professional development needs. The next section summarizes results from 71 interviews conducted with all division and program chairs and selected student services managers, highlighting key assessment-related issues facing BCC, training needs, and faculty use of the Small Group Instructional Diagnosis (SGID) technique. The final section presents a faculty and staff resource guide. Appendixes provide a list of interviewed staff, the survey instruments, information on the SGID, procedures for enrolling at BCC, sample student petitions, advising forms, student and graduate survey forms, a discussion of the use of technology in education, sample classroom checklists, and workshop evaluation forms. (YKH)

ED 411 010 JC 970 457

Muse, Clyde
Model Program Development. Report of Work Group II of the American Association of Community Colleges' Commission on Workforce and Community Development. Release Version 3.
PUB DATE- 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; *College Role; Community Colleges; Educational Change; Educational Needs; Job Training; *Labor Force Development; Models; *Program Implementation; Two Year Colleges

Arguing that workforce training is fundamental to the community college mission, this report discusses the necessity for re-examining related national policy and presents models for developing programs that meet current and future workforce training needs. Following an introduction highlighting community colleges' customer responsiveness, provision of training, community leadership, and experience with partnerships, the second section describes the status of workforce training at community colleges. The third section reviews general characteristics of workforce development models, including flexibility, responsiveness, cost would entail participation by local organizations as training providers or training customers. The center should act as a regional broker of technical skills training courses, focusing on local training and skill development needs. The main constituencies to be served will include secondary students wanting to complete training while in high school, postsecondary students, the unemployed, and currently employed individuals wishing to enhance their career opportunities. The duration of training will depend upon participants' personal and career goals, ranging from 3 to 20 weeks of 40-hour-per-week instructional modules. Program offerings might include courses related to career progression skills, technical communication, fabrication technology, or office information management, while the center is expected to foster linkages with training agencies, social service agencies, and employers. Based on the interest expressed in the center, it is recommended that a meeting be held among school officials and potential partners to determine the center's economic potential, organization, location, programs, staffing, and funding sources. (JDI)

ED 411 028   JC 970 502

Alexander, Angela J.
Access to Higher Education and a Meaningful Career through the Tech/Prep Associate Degree Program.
PUB DATE- 96
NOTE- 26p.; Paper presented at the Annual Conference of the Southern Regional Council on Educational Administration (Savannah, GA, November 10-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Articulation (Education); Associate Degrees; *College Role; *Community Colleges; Education Work Relationship; Educational Change; *Program Implementation; Role of Education; *Tech Prep; Trade and Industrial Education; Two Year Colleges; Vocational Education

Two major issues in contemporary higher education include equality of access to education and the adequate preparation of graduates for entry into the workforce. Both of these goals are central to the tech prep/associate degree (TPAD) initiative. TPAD combines competency-based teaching, applied learning, curricula focusing on technical and academic skills, and business and industry support. TPAD programs use a "2 2" design, encompassing the last 2 years of high school and 2 years of occupationally-specific postsecondary education culminating in a 2-year Associate degree. The ultimate goal of the initiative is to expand to a 2 2 2 design, with the additional 2 years spent in an institution of higher education and culminating in a Bachelor's degree. Community colleges can play a significant role in addressing issues of access and preparation for work, but it is essential that they maintain well-developed articulation agreements with secondary schools and other postsecondary institutions. As of 1994, approximately 1,000 community colleges were working with 2,500 school districts nationwide to design or implement tech prep curricula. Moreover, a review of 15 states revealed that 7 had undertaken statewide tech prep programs, with Indiana mandating tech prep in all public schools and both California and Ohio embracing the 2 2 2 concept. Contains 23 references. Appendixes provide a graphic showing TPAD elements, data on faculty job gender stereotyping, language use, classroom rules, and teacher intervention to support gender equity. Chapter 2, "Arranging for Change," addresses setting up the classroom to encourage cooperative cross-gender play and discourage gender stereotyping, including materials to acquire and those to avoid. Chapter 3, "Togetherness," presents activities to encourage cross-gender play; included are needed materials and brief descriptions. Chapter 4, "Updating Circle Time," describes activities to develop understanding of and respect for boys and girls, including the use of win-win games and musical instruments. Chapter 5, "Storytime Revisited," discusses book selection and contains an annotated bibliography of appropriate books. Chapter 6, "Building Compatible Partnerships with Parents," focuses on introducing the program to and communicating with parents, and encouraging parent involvement. Chapter 7, "Heightening Your Awareness," presents guidelines for self-evaluation, makes suggestions for staff development, and contains a bibliography for building awareness of gender issues. Each chapter contains references. (Author/KB)

ED 411 045 PS 025 640

Petersen, Evelyn A.
A Practical Guide to Early Childhood Planning, Methods, and
Materials: The What, Why, and How of Lesson Plans.
PUB DATE- 96
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; Activity Units; Curriculum Development; Curriculum Guides; Early Childhood Education; Educational Strategies; *Instructional Development; Learning Activities; Learning Modules; *Lesson Plans; *Planning; *Units of Study
IDENTIFIERS- Curriculum Implementation; *Lesson Structure; *Lesson Types

Intended to help teachers put early childhood theories and information into daily lesson planning, this guide provides a system for organizing lesson objectives, methods, and materials in order to write effective lesson plans. Chapter 1 introduces the guidebook and covers a lesson planning system, developmentally appropriate practice, standards in the field, and self-study activities. Chapter 2 addresses child development knowledge and planning for young children, including planning for children's health and well-being. Chapter 3 addresses interest-based planning, and includes spontaneous curriculum planning, horizontal curriculum planning, and teachable moments. Chapter 4 addresses skill focused planning and includes guidance for planning and managing skill-focused activities. Chapter 5 addresses daily schedules and lesson plans, and includes time management techniques. Chapter 6, on "putting it together," includes a ten-step method of daily lesson planning. Chapter 7 addresses individualizing the lesson plan and includes screening instruments and methods of observation. Chapter 8 addresses the basic elements of the setting, and includes utilization of learning centers. Chapter 9 addresses "free choice," and includes how children learn and educational goals. Chapter 10 addresses priorities in early childhood lesson planning, such as literacy, discovery learning, and parental involvement.

getting started--bringing the stakeholders together as a team; (2) creating the compact, including deciding the school's learning goals; (3) using the compact, including building support; (4) evaluating the results, including an example of a school profile and lessons for using evaluation data; and (5) strengthening the compact, including taking credit for what's been done right, and rethinking what needs to be done better. The handbook's concluding section discusses turning obstacles into opportunities. Worksheets for each of the five steps are included, and an appendix lists key resources. Forms from the Partnership for Family Involvement in Education are also included. Seventeen separately printed "Activity Sheets" are appended. (HTH)

ED 411 063 PS 025 712

Hughes, Bob; Coyne, Peggy
Meeting the Needs of 21st Century Literacy by Using Computers in Family Literacy Centers.
PUB DATE- 96
NOTE- 12p.; Paper presented at the National Reading Research Center Conference on Literacy and Technology for the 21st Century (October 4, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Adults; Computer Assisted Instruction; Computer Oriented Programs; Computer Software; *Computer Uses in Education; Computers; Disabilities; Early Childhood Education; *Educational Technology; Educationally Disadvantaged; Emergent Literacy; Equal Education; *Family Literacy; Nondiscriminatory Education; Regular and Special Education Relationship; *Special Needs Students; Technological Advancement
IDENTIFIERS- *Access to Computers; *Computer Equity; Computer Resources; Computer Use; Computer Users

This paper examines the controversial problem of the availability of and access to computers, training, and technology, and the availability of and access to all types of learners. Technologies must be designed with diverse learners in mind in order to fully realize their capacity and contribution to the field of education. If the need for universal access is ignored, technology will further exclude some learners. The paper suggests four principles of universal design for digital media: (1) allow for multiple representations of information; (2) provide for multiple means of expression and control; (3) provide customizable support and challenge; and (4) allow customizable content. The paper also describes the activities of the Center for Applied Special Technology (CAST) program, which is designed to ensure that computers do not create further barriers for the learners they are intended to assist, and that computer design and implementation address computers' potential for learners with disabilities and others who have been traditionally excluded. The CAST project assumes that adults who become successful learners will model the learning that fosters success in their children, and that use of early and pre-literacy software will support their children's emerging literacy. The project couples training of parents with the training of teachers. (Contains 30 references.) (SD)

ED 411 064 PS 025 713

Educational Plan goals. The intervention consisted of: (1) a parental involvement program; (2) a direct instruction social skills program; (3) a cooperative learning program implemented through curricular units; and (4) modeling and reinforcing appropriate behaviors to reduce aggression. The social skills and cooperative learning programs were implemented through 18 weeks of direct instruction to mixed gender groups of 4 to 6 students. Sessions were conducted twice a week for 20 to 40 minutes each. Cooperative learning activities were implemented in reading, science, social studies, or language arts, depending on the grade. The parental involvement program consisted of curriculum-based take-home activities and a newsletter for the regular education students and weekly "suitcase" activities for special education classrooms. Post-intervention data indicated an increase in age-appropriate behaviors and enhanced academic performance. (Appended are data collection and classroom materials and raw data. Contains 17 references.) (KB)

ED 411 081 PS 025 773

Bellanca, James
Active Learning Handbook for the Multiple Intelligences Classroom. Shoebox Curriculum. K-12.
PUB DATE- 97
NOTE- 491p.
LANGUAGE- English
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; *Activity Units; Class Activities; *Cognitive Style; Creative Activities; Discovery Learning; Elementary Secondary Education; Experiential Learning; Interpersonal Competence; Learning Activities; *Learning Modules; Learning Processes; Mathematical Aptitude; Music Activities; Physical Activities; Resource Units; Science Activities; Student Participation; Teaching Methods; Thinking Skills; Verbal Ability; Visual Arts
IDENTIFIERS- Gardner (Howard); Intrapersonal Skills; *Multiple Intelligences

Helping students develop multiple intelligences and achieve content mastery requires teachers to design meaningful active learning experiences. Active learning uses the active engagement of the students' thinking processes in learning and applying knowledge. By designing active strategies that engage each student's strongest learning skills, a teacher evens out the learning field. This handbook contains 200 practical active learning strategies that can be implemented immediately in the kindergarten through twelfth grade classrooms. The active learning activities are organized by the eight intelligences of verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalist. Each activity description lists the purpose, when to use, the necessary materials, and how to do the activity. Variations of each activity provide ways to adapt a strategy to different content areas or to integrate multiple intelligences. Twenty-two blackline masters are provided in a separate section for specific handouts referenced in activities. As many of these handouts are used in a variety of activities, they are organized alphabetically by their title rather than in relation to the chapter in which they appear. Contains 23 references and an index. (KB)

ED 411 082 PS 025 774

development, tactile skills, and prosocial behavior. The program also contains a teacher's guide with developmental guidelines and an index, which covers activities for both this level and level 2. (HTH)

ED 411 098 PS 025 824

Connolly, Theresa; Struck, Beth; Tennant, Michelle, Ed.; Brady, Barbara, Ed.
Helping Baby Grow. Level 2--One to Two Years.
PUB DATE- 94
NOTE- 296p.; For Level 1 of "Helping Baby Grow," see PS 025 823.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activities; Cognitive Development; Developmental Stages; *Individual Development; *Infants; Physical Development; Toddlers
IDENTIFIERS- Developmentally Appropriate Programs

Designed for use in in the home and in professional child-care settings, this program presents developmentally appropriate activities to support development of infants from 1 to 2 years of age. Each of the six 2-month long units contains 24 sets of activities call Activity Plans, with the suggestion to use three activity plans per week. Each unit also has an introduction outlining average developmental milestones for the end of each 2-month period. Activities cover a range of developmental areas, including large and small muscle control and coordination, listening and recall, rhythmic movement, manners, grooming, and pretend play. The program also contains a teacher's guide with developmental guidelines and an index, which covers the activities in both level 2 and level 1. (HTH)

ED 411 099 PS 025 828

Bigelow, Brian J.; Tesson, Geoffrey; Lewko, John H.
Learning the Rules: The Anatomy of Children's Relationships.
PUB DATE- 96
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Child Behavior; Child Psychology; Childhood Attitudes; Compliance (Psychology); Conflict Resolution; *Friendship; *Interpersonal Relationship; *Parent Child Relationship; Peer Relationship; Self Control; Sibling Relationship; *Social Behavior; Social Cognition; Social Development; Teacher Student Relationship
IDENTIFIERS- *Social Rules

This book explores the process and characteristics of children's personal and social relationships. To determine what relationships mean to children and how children manage those relationships, a recursive interviewing technique was used with nearly a thousand children to detail children's social rules. Those rules cover a range of social issues, from compliance and autonomy, to self-assertiveness and conflict management, to mutual activities and the governance of obligation, intimacy, and trust. In interpreting children's verbalized social rules with parents, siblings, peers, and teachers, this book provides a contextually informed framework from which to explore such issues as the impact of parental authority on child compliance,

PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Community Action; *Community Involvement; Disadvantaged; *Educational Improvement; Elementary Secondary Education; *Empowerment; High Risk Students; Minority Groups; Models; Parent School Relationship; Partnerships in Education; Program Implementation; *School Community Relationship; Urban Areas
IDENTIFIERS- Facilitators; Tennessee (Haywood County)

A collaborative parent-community-school (PCS) model facilitates the involvement of disadvantaged and minority parents, community leaders, and community organizations in educational improvement activities, with a focus on at-risk children and youth in high-risk communities. PCS has a more comprehensive agenda than parent participation, and addresses problems and issues not directly related to school personnel and property. An important feature is the "center of activity"--an accessible community place that serves as a neutral zone and "greenhouse" to nurture parent confidence and trust; equalize power; and allow full expression of parent, community, and school concerns. Case studies describe the informal and formal implementation of the PCS model in three minority disadvantaged neighborhoods in West Virginia and Virginia. Lessons learned from these projects relate to the implications of social and cultural differences, newfound leadership power and community conflicts, communication across barriers of difference, and lack of trust between school and community. The selection of Haywood County, Tennessee, as a demonstration site for the PCS model is described. A preliminary survey revealed that elementary teachers and parents differed significantly in attitudes about educational quality at the elementary school. To avoid the development of debilitating defense mechanisms between school staff and the community, the project was moved to an alternative high school--a "safer" environment for partnership formation. The survey also provided a tool for planning specific interventions as next steps in establishing a workable school-community partnership. Contains 21 references and a list of suggested readings. (SV)

ED 411 116 RC 021 131

Brunn, Michael
Cultural Interference and Cultural Cohesion: Schooling and Traditions in Two Communities.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; American Indian Culture; *American Indian Education; *American Indians; *Biculturalism; *Culture Conflict; *Educational Experience; Elementary Secondary Education; English (Second Language); *Family Influence; Higher Education; Hopi (Tribe); Language Maintenance; Life Events; Navajo (Nation); Socialization
IDENTIFIERS- *World Views

This study examines the personal choices of two American Indian

"Formative Evaluation of a Constructivist Mathematics Teacher Inservice Program" (M.A. Simon); "Construction and Reconstruction: The Reflective Practice in Mathematics Education" (B. Southwell); "Graphic

ED 411 130   SE 057 131

Streefland, Leen, Ed.
Proceedings of the Annual Conference of the International Group for the Psychology of Mathematics Education (9th, Noordwijkerhout, The Netherlands, July 22-29, 1985), Volume 1: Individual Contributions.
PUB DATE- 88
NOTE- 535p.; For plenary papers, see SE 057 132.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Education

This proceedings of the annual conference of the International Group for the Psychology of Mathematics Education (PME) includes the following research papers: "Calculators in Primary Education" (van den Brink); "Microworlds and Van Hiele Levels" (Dreyfus, Thompson); "Dynamical Mazes and the Ob-Serving Computer" (Harmegnies, Lowenthal); "Iterative and Recursive Modes of Thinking in Mathematical Problem Solving Processes" (Hausmann); "Computer Modelling of Mathematical Problem Solving Processes as an Instrument of Competence Analysis" (Holland, Reitz); "Children Learning Mathematics--Insights from Within a LOGO Environment" (Hoyles, Sutherland); "The Construction Process of an Iteration by Middle-School Pupils (Laborde, Mejias); "Pegboard and Basis for Programmation--In 5- and 6-Year Olds" (Lowenthal); "Self-developing Strategies with a Calculator Game" (Meissner); "The Effects of CAI on Affective Variables in Mathematics" (Mevarech); "Acquisition of Number-Space Relationships: Using Educational and Research Programs" (Rogalski); "Learning Programming Constructing the Concept of Variable by Beginning Students" (Samurcay); "De Baas over de Computer" (Schoemaker); "The Use of Calculators to Develop Reasoning Processes and Achievement in Problem Solving" (Southwell); "Microcomputer-assisted Sophistication in the Use of Mathematical Knowledge" (Taizi, Zehavi); "Using Computer Graphics as Generic Organizers for the Concept Image of Differentiation" (Tall); "Maths for All? Just Have a Look" (Dekker); "A Study of Mathematics Education in Classroom Situation--A Methodological Research" (Hirabayashi); "Episodic Analysis of a Mathematics Lesson" (Romberg); "What Problem is the Child Solving?" (Escarabajal); "Comparison of Models Aimed at Teaching Signed Integers" (Janvier); "The Equation-Solving Errors of Novice and Intermediate Algebra Students" (Kieran); "Children's Informal Conceptions of Integer Arithmetic" (Murray); "Obstructions to the Acquisition of Elemental Algebraic Concepts and Teaching Strategies" (Filloy, Rojano); "Visualizing Rectangular Solids Made of Small Cubes: Analyzing and Effecting Students Performance" (Ben-Chaim, Lappan, Houang); "The Teaching of Reflection in France and in Japan" (Denijs); "Geometry Doesn't Fit in the Book" (Goddijn, Kindt); "Middle School Pupils Conceptions about Reflections According to a Task of Construction" (Grenier); "Geometric Concepts of Portuguese Preservice Primary Teachers" (Matos); "A Preliminary Investigation of the Transition between Two Levels of Intellectual Functioning" (Collis); "The Development of Abstract Reasoning--Results from a Large Scale Mathematics

Hadar); "Vocational Mathematics Teachers' Cognition of Mathematical and Vocational Knowledge" (R. Strasser & R. Bromme); "Training Elementary Teachers in Problem Solving Strategies: Impact on Their Students' Performance" (J.K. Stonewater); "Developing Algebraic Understanding: The Potential of a Computer Based Environment" (R. Sutherland); "Verbal Evidence for Versatile Understanding of Variables in a Computer Environment" (M. Thomas & D. Tall); "Conceptual Adjustments in Progressing From Real to Complex Numbers" (D. Tirosh & N. Al

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ED 411 143 SE 060 131

A Guide To Aviation Education Resources.
PUB DATE- 97
NOTE- 72p.; For the 1993 edition, see ED 359 341.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Aerospace Technology; *Aviation Education; Educational Resources; Elementary Secondary Education; Flight Training; Higher Education; Postsecondary Education; *Science Education

This guide to aviation education resources was compiled by the National Coalition for Aviation Education (NCAE) which represents government, industry, and labor. NCAE's mission is to: (1) promote aviation education activities and resources; (2) increase public understanding of the importance of aviation; and (3) support educational initiatives at the local, state, and national levels. This resource guide was developed to help educators identify and obtain aviation oriented educational materials and information. The guide is divided into two sections. The first section includes a list that contains the name of each member organization, the organization representative, address, telephone number, and a brief description of the organization. The second section contains detailed information about the resources that are available through each specific organization. (DDR)

ED 411 144 SE 060 355

Schiff, Paul D.
Twenty/Twenty: Projects and Activities for Wild School Sites. An Ohio Project Wild Action Guide.
PUB DATE- 96
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Elementary Secondary Education; Environmental Education; Experiential Learning; *Habitats; Integrated Activities; Learning Activities; Outcomes of Education; *Outdoor Education; School Involvement; Teaching Guides; *Wildlife
IDENTIFIERS- Environmental Education Programs; Project WILD

This book presents 20 projects and 20 activities designed to encourage students and teachers to use the school site as part of an environmental education program with the focus on creating a place for wildlife. The projects and activities coincide with other materials from Project WILD and are easily adaptable by teachers at any grade level. The objectives of each project and activity focus on learner outcomes and hands-on application. They also provide opportunities for multidisciplinary resources. No grade level, length of time

Constitutional Law; Criminal Law; Due Process; Elementary Secondary Education; Gifted; Instructional Materials; *Law Related Education; Laws; Resources; Social Studies; Teacher Developed Materials; Teaching Guides

This is a collection of lesson plans on civic education designed for all levels of gifted students and written by teachers from across the U.S. The 25 teachers submitting lessons to the compilation are a part of the LEGACY (Linking Educators and the Gifted with Attorneys for Civics: Yes!) project. The lessons involve students in the study of the origins and evolution of the U.S. system of government, how and why the legal system operates as it does, and the roles of politicians, lawyers, judges, and citizens in ensuring effective and responsible government. Topics range from specific constitutional issues such as search and seizure, equal protection, and due process to more general lessons on human rights, comparative law, and literature and the law. Lessons generally include a brief overview, objectives, materials needed, instructional activities, and suggestions for evaluation. The document also contains brief descriptions of national law-related education (LRE) programs that can serve as points of reference for those interested in LRE programs. (TSV)

ED 411 169 SO 026 219

Resolving Conflicts Peacefully.
PUB DATE- 93
NOTE- 117p.; Some items may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arbitration; *Citizenship Education; Civics; Civil Law; *Conflict Resolution; Constitutional Law; Criminal Law; Due Process; Elementary Secondary Education; Instructional Materials; *Law Related Education; Laws; Problem Solving; Resources; Social Studies; Teacher Developed Materials; Teaching Guides
IDENTIFIERS- *Mediation

Focusing on the theme of conflict resolution, this booklet contains 22 lessons developed and used by classroom teachers at all grade levels. The lessons generally contain a brief overview, goals and objectives, student activities, and corresponding handouts or materials useful in implementing the lessons. Each lesson contains insights into methods of problem solving and conflict resolution such as adversary, non-adversary, mediation, arbitration, litigation, and negotiated settlement. The document contains brief descriptions of national law-related education (LRE) programs that can serve as points of reference for those interested in LRE programs. (TSV)

ED 411 170 SO 026 733

Ethics and the American Community: Focus on Campaigns & Elections.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- 94
NOTE- 257p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

PUB DATE- 83
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; Curriculum Development; Elementary Secondary Education; *Gifted; Program Content; *Program Development; Program Evaluation; *Talent; Talent Development; Talent Identification

The nature of visual giftedness is often misunderstood. Although skillful, accurate rendering and effective use of art media are commonly observed characteristics, talent also can draw upon intellect, creativity, and personal attitudes and traits which, if neglected, can keep a child from realizing artistic potential. This guide provides basic information on creating supportive, stimulating environments for children and adolescents gifted in the visual arts. In a section on curriculum, specific activities are listed that require students to call upon related modes of intelligence. Guidelines for developing, funding, implementing, and evaluating art programs are provided. Model programs and guidelines for identifying the students to be served by them also are described. Appendices provide sample program and student evaluation forms, and a directory of organizations for the gifted. A bibliography, index, and acknowledgements conclude the guide. (MM)

ED 411 192 SO 027 805

Fan, Lianghuo
The Expansion of Education in China: 1949-1995.
PUB DATE- 97
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Asian History; *Asian Studies; Case Studies; *Chinese Culture; *Comparative Education; Elementary Education; Foreign Countries; Multicultural Education; Non Western Civilization; Qualitative Research
IDENTIFIERS- *China

This paper presents an empirical case study on the expansion of education in China (excluding Taiwan) since the foundation of the People's Republic of China in 1949 to 1995. The study uses an estimation of the national primary school enrollment rates from 1949-1951 and that in the period of "the Cultural Revolution," and uses the available official statistics of China in other years. The paper argues that currently available theories about expansion of education, mainly based on the observation of western countries, cannot be well applied to this general pattern. Factors influencing China's unique educational development include economics, politics, and public policy. The paper offers an exploratory view of the general pattern of educational development and its implications for the future. (Contains 25 references.) (EH) expectations indicate that pre-existing negative student attitudes are more resistant to change than the literature on teaching reform initiatives indicates. (Includes 3 tables and 17 references.) (LH)

ED 411 211 SP 037 494

Moguel, David L.
Professional Development Schools/School-University Partnerships: A Review of the Literature (1990-1996).
PUB DATE- 97
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Educational Finance; Elementary Secondary Education; Higher Education; Literature Reviews; *Partnerships in Education; *Preservice Teacher Education; *Professional Development Schools; Program Evaluation
IDENTIFIERS- *Research Teaching Relationship

This literature review discusses four aspects of professional development schools (PDSs) that either arose with great frequency in the literature or that seemed to be most relevant to the partnership between the Santa Monica-Malibu Unified School District and the University of California, Los Angeles. The four aspects are collaboration, teacher training, funding, and evaluation. Over 100 books and articles having PDSs as their main topic were examined. This paper is in six sections. The first section introduces the methodology and terminology. Section 2 examines collaboration, including the problems and pitfalls (priorities, status of PDS activities, calendars, and uses of time) and rewards and coping strategies (research and teaching, changing roles, and time and compensation). Section 3 explores teacher training, including mentoring, isolation and status, new teachers' contributions, diversity in selection and placement, and improving teacher training. Section 4 looks at funding; section 5 covers evaluation, including examples. Section 6 reports on upcoming publications. (Contains 100 references.) (ND)

ED 411 212 SP 037 501

McCombs, Barbara L.; Wlodkowski, Raymond J.; Schukar, Ron; Burrello, Leonard; Swartz, Diane; Whisler, Jo Sue; Wagner, Ellen D.; Peralez, Audrey
For Our Students, for Ourselves. Part 1: Learner-Centered Principles in Practice. Part 2: Stories of Change. A User/Facilitator Manual.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 209p.; Includes two video tapes not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Case Studies; Educational Change; Educational Practices; Faculty Development; High Schools; Instructional

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Autobiographies; Blacks; *Educational Change; Educational Research; Elementary Secondary Education; *Females; Higher Education; *Leadership; Schools of Education; Teacher Educators; Women Administrators; *Women Faculty
IDENTIFIERS- African Americans

The autobiographical essays in this volume offer insights into how the field of education might change as women assume positions of intellectual leadership. After the "Foreword" (Mary Catherine Bateson), the 13 chapters are: (1) "Research Lives: Women, Scholarship, and Autobiography in Education" (Anna Neumann and Penelope L. Peterson); (2) "Exclusions and Awakenings" (Maxine Greene); (3) "Dismantling Borders" (Concha Delgado-Gaitan); (4) "For colored girls who have considered suicide when the academy's not enough: Reflections of an African American Woman Scholar" (Gloria Ladson-Billings); (5) "Schooling, Literacy, and Cultural Diversity in Research and Personal Experience" (Kathryn H. Au); (6) "Ways without Words: Learning from Silence and Story in Post-Holocaust Lives" (Anna Neumann); (7) "The Weaving of Personal Origins and Research: 'Reencuentro y Reflexion en la Investigacion'" (Martha Montero-Sieburth); (8) "A Subjective Necessity: Being and Becoming an Historian of Education" (Ellen Condliffe Lagemann); (9) "Accident, Awareness, and Actualization" (Nel Noddings); (10) "First Words. Still Words." (Patricia J. Gumport); (11) "Multiple Dimensions of Reality: Recollections of an African American Woman Scholar" (Linda F. Winfield); (12) "Learning Out of School and In: Self and Experience at Home, School, and Work" (Penelope L. Peterson); and (13) "Learning from Research and Everyday Life" (Anna Neumann and Penelope L. Peterson). Contains references at the end of each chapter. (ND)

ED 411 232   SP 037 522

Pagano, Alicia; Weiner, Lois; Rand, Muriel K.
How Teaching in the Urban Setting Affects Career Motivations of Beginning Teachers: A Longitudinal Study.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Early Childhood Education; Elementary Secondary Education; Higher Education; *Job Satisfaction; Longitudinal Studies; Preservice Teacher Education; *Teacher Attitudes; *Teacher Motivation; Teacher Student Relationship; Teaching Conditions; Teaching Experience; *Urban Education
IDENTIFIERS- *Teacher Satisfaction

This study explores how two years of teaching affected the motivation of graduates of the teacher preparation program at Jersey City State College who had been teaching in urban schools. These 21 teachers (12 elementary, 9 secondary, 7 early childhood) had taken part in an earlier study which examined their career motivations during student teaching. Analysis of the current data revealed that four of the teachers had increased motivation for teaching in urban schools and for teaching in general, 13 had the same motivation, and 4 indicated decreased motivation. Teachers with increased

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; *Educational Practices; Elementary Secondary Education; Higher Education; *Learning Experience; *Research Methodology; Researchers; *Science Teachers; Student Attitudes; Teacher Attitudes; Teacher Education; Undergraduate Students
IDENTIFIERS- *Preservice Teachers; *Researcher Subject Relationship

Examining how the researcher's personal experience shapes the research context was the object of this exploration into the parallel paths of the researcher and research subject. The subject, a preservice science teacher, was studied from her last year of an undergraduate teacher education program through her student teaching experience in an investigation of the role of experience in professional development. The researcher, a science teacher educator, saw the research as a way to learn more about designing teacher education experiences. In the course of the study, the researcher began to examine her own learning about the process of research as a parallel to the subject's learning about being a teacher. A number of parallels were found. Both entered the collaboration with experiences that influenced beliefs about their professions. Both saw themselves as professionals, and both encountered tension in thinking about their respective professions. Both felt a mismatch between their abstract thinking about the experience and the reality of their practices. As a result, both began to see their practices in a new way and to understand the complexities of their professions. Examining researcher and subject roles resulted in deeper understanding of the relationships among procedure, context, and human action. (Contains 11 references.) (SLD)

ED 411 251 TM 027 183

Straus, Murray A.; Hamby, Sherry L.; Finkelhor, Daniv; Moore, David; Runyan, Desmond
Identification of Child Maltreatment with the Parent-Child Conflict Tactics Scales: Development & Psychometric Data for a National Sample of American Parents.
SPONS. AGENCY- New Hampshire Univ., Durham.; National Inst. of Mental Health (DHHS), Bethesda, MD.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aggression; *Child Abuse; Conflict; Data Collection; Emotional Abuse; *Identification; *Incidence; *Parent Child Relationship; Parents; Psychometrics; Test Construction; Test Reliability; *Test Use; Test Validity; Violence
IDENTIFIERS- *Conflict Tactics Scale

The Parent-Child Conflict Tactics Scales (CTSPC), a version of the well-established Conflict Tactics Scales, was developed to improve its ability to obtain data on physical and

PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Covariance; Monte Carlo Methods; *Regression (Statistics)
IDENTIFIERS- *F Test; *Nonlinear Models; Power (Statistics); Type I Errors

The effect of a nonlinear regression term on the behavior of the standard analysis of covariance (ANCOVA) F test was investigated for balanced and randomized designs through a Monte Carlo study. The results indicate that the use of the standard analysis of covariance model when a quadratic term is present has little effect on Type I error rates but produces a substantial power loss compared to theoretically expected values, often in excess of 20%. The extent of the power loss depends on the magnitude of the regression parameter associated with the nonlinear term. This finding appears consistently for varying numbers of groups and sample sizes and for various distributions. These results highlight the importance of plotting data and checking for nonlinearity prior to employing the standard analysis of covariance F test. (Contains 2 tables and 22 references.) (Author/SLD)

ED 411 271 TM 027 241

Lin, Chowhong; Davenport, Ernest C., Jr.
A Weighted Least Squares Approach To Robustify Least Squares Estimates.
PUB DATE- 97
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); *Least Squares Statistics; Regression (Statistics); *Robustness (Statistics)
IDENTIFIERS- *Weighting (Statistical)

This study developed a robust linear regression technique based on the idea of weighted least squares. In this technique, a subsample of the full data of interest is drawn, based on a measure of distance, and an initial set of regression coefficients is calculated. The rest of the data points are then taken into the subsample, one after another, and a weighted least squares procedure is performed each time a new data point is brought in, until all data points are included. The weighted average and standard errors of the regression coefficients from all iterations are calculated and compared with those from ordinary least squares and two other robust techniques. It is shown that the technique developed in this paper performs better than the least absolute deviation approach and at the same level with the least median of squares (LMS) approach. The simplicity of this approach, however, seems to justify its use over the LMS. (Contains 5 figures, 10 tables, and 8 references.) (Author/SLD)

ED 411 272 TM 027 244

should be retained. Data ownership is addressed by looking at the legal, university, and government perspectives; as well as that of private sponsors. The slow development by universities of policies regarding data ownership is noted. Also addressed are the conditions for transfer of data and the need for it to be included in future policies. Ten key elements that should be addressed in a policy statement on ownership and retention of research data are identified. A list of 30 acronyms is provided. (Contains reference footnotes.) (LEE)

ED 410 840 HE 030 414

Excellence, Accessibility, Responsibility. Report of the Advisory Panel on Future Directions for Postsecondary Education.
PUB DATE- 96
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Access to Education; Accountability; Colleges; Cost Effectiveness; Credentials; *Educational Demand; *Educational Finance; *Educational Quality; Faculty Recruitment; Foreign Countries; *Government Role; Higher Education; *Long Range Planning; Needs Assessment; Nonprofit Organizations; Objectives; Private Colleges; Public Policy; Public Sector; Standards; Student Costs; Technology; Tuition; Universities
IDENTIFIERS- Deregulation; *Ontario

This advisory report presents 18 recommendations for cost sharing, cooperation among institutions, and meeting future demands for higher education in Ontario. A framework for public policy is offered which stresses the themes of excellence, accessibility, and responsibility and urges differentiation in strengths among colleges and universities, a less regulated environment, accountability, performance assessment, and adequate resources. The recommendations address the following areas: adequacy of total financial support; level of government support; distribution of government funding; research funding and policy; tuition fees and student assistance; private sector support; roles and linkages among colleges and universities; an advisory board on postsecondary issues; future needs; faculty appointment and retention; and the role of private universities. After an introductory chapter, chapter 2 discusses issues related to funding of postsecondary education; chapter 3 explores the roles of various postsecondary institutions and the linkages among them; and chapter 4 analyzes issues related to future demand for postsecondary education. Two appendices include: (1) a list of groups, organizations and individuals who contributed to the report; and (2) a background paper, "Prologue to Change: An Abbreviated History of Public Policy and Postsecondary Education in Ontario" by David M. Cameron and Diana M. Royce. (LEE)

ED 410 841 HE 030 415

Allen, Robert; Layer, Geoff
Credit-Based Systems as Vehicles for Change in Universities and Colleges. Managing Innovation and Change in Universities and Colleges.
PUB DATE- 95
NOTE- 117p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Curriculum Development; Educational Development; *Educational Technology; Elementary Secondary Education; Foreign Countries; Global Approach; *Higher Education; Independent Study; Information Centers; Instructional Materials; Integrated Learning Systems; International Educational Exchange; Learner Controlled Instruction; Learning Activities; Learning Laboratories; Learning Modules; Learning Resources Centers; Library Automation; Multimedia Instruction; Networks; Nontraditional Education; Program Administration; Research and Development Centers; *Resource Centers; Resource Materials; Resource Staff; Resource Teachers;

IDENTIFIERS- *Resource Based Learning

The selections in this book encompass a broad spectrum of resource-based learning experiences, and are intended to help teachers and administrators gain a better understanding of the concepts and devise effective and efficient ways to use these materials. Titles include: "Introducing Resources for Learning" (Sally Brown and Brenda Smith); "Institutional Strategies for Implementing Resource-Based Learning" (Graham Gibbs); "Helping Students to Learn from Resources" (Phil Race); "Helping Individual Staff to Develop Resource-Based Learning Materials" (Chris Rust and James Wisdom); "Staff Development for Using Resource-Based Learning" (Sally Brown and Brenda Smith); "Implementing Computer-Supported Resource-Based Learning" (Leslie Mapp); "Networking with Associated Providers Locally and Nationally: A Case Study" (Andrew Charlett); "Setting Up Open Learning Resource Centres in Organizations: Learning from Experience in Industry" (Amanda Scott); "Resource-Based Learning in an International Context" (Nick Slope); "The Implications of Resource-Based Learning for Libraries and Information Services" (Charley Hardwick); "Integrating Multimedia Resource-Based Learning into the Curriculum" (Bernard Lisewski and Chris Settle); "Setting Up a Resource-Based Learning Centre for Staff to Provide Guidance and Support on Teaching and Learning Issues: A Case Study" (Sally Brown, Tina Carr, and Dorothy Bell); "Evaluation and a Culture of Learning" (Mary Thorpe); "Marketing Resources for Learning" (Eileen Elliott de Saez); and "Conclusions" (Sally Brown and Brenda Smith). (Most selections contain references.) (CH)

ED 410 858   HE 030 433

Gilroy, Marilyn, Ed.; Duggan, Amelia, Ed.
The Hispanic Outlook in Higher Education, 1995-96.
PUB DATE- 96
NOTE- 380p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; Affirmative Action; Bilingual Education; Bilingualism; Civil Rights; Civil Rights Legislation; College Freshmen; Cultural Awareness; Deafness; Diversity (Student); Educational Finance; Educational Research; Equal Education; *Ethnic Groups; Ethnicity; Higher Education; *Hispanic Americans; Legislation; Limited English Speaking; Minority Group Influences; Minority Group Teachers; *Minority Groups; Political Power; *Politics of Education; Public Policy; Scholarships; Self Concept; Spanish Americans; Student Financial Aid; Student Organizations; Women Faculty; Womens Education
IDENTIFIERS- Chicanos; Hispanic American Students; *Latinos

This document consists of all of volume 6 (26 issues) of the serial "The Hispanic Outlook in Higher Education," a biweekly journal which addresses issues in higher education for Hispanic information from a student database and survey responses to develop an information system for student information, including student experiences, retention, progress toward graduation, and post-graduation experiences. Following implementation of a new curriculum designed to improve student retention and degree completion, the university sought to understand how the student experience had changed. The initial research focused on the development of a descriptive portrait of students in four cohorts: two before and two following implementation of the new curriculum. A survey of entering freshmen was initiated beginning with focus groups in 1991. Annually, a sample of 1000 first-time freshmen and transfer students was surveyed. Input variables included ethnicity, gender, age, student type, Scholastic Aptitude Test scores, and high school grade point average. The data showed that the demographic composition of the student body had not changed but that changes in course-taking patterns, attendance, student satisfaction, and academic integration suggest subtle improvement related to the new curriculum. (JLS)

ED 410 876 HE 030 473

Walleri, R. Dan; Stoker, Cheryl L.; Stoering, Juliette
Building a Community of Learning: A Comprehensive Approach to Assisting At-Risk Students. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Academic Persistence; Case Studies; College Faculty; College Freshmen; *College Students; Dropout Prevention; Dropout Research; *High Risk Students; Higher Education; Institutional Research; Program Evaluation; Resistance to Change; School Holding Power; Student School Relationship
IDENTIFIERS- *AIR Forum; *Mount Hood Community College OR

This case study of a student retention program for at-risk students at Mount Hood Community College (Oregon) contends that student retention programs are seldom as holistic and comprehensive as intended. The study analyzed three areas: the design and implementation of a comprehensive program to improve student retention; the organizational dynamics of change brought about by the retention project; and the role of institutional research. The project students were students who were under-prepared and/or had declared general studies majors with no clear educational goal. The major elements of the retention program included review and revision of student intake services (i.e., placement testing, advising and registration workshops, and a college success class) and intensive academic advising of at-risk students using a case-management approach to advising. Staff and student evaluations of the pilot program were conducted. Staff found the program useful but expressed concern about time constraints, services made available to students who did not need them, and difficulty in contacting students. Students reported satisfaction with the ease of faculty contact. Although there were no significant differences in grade point averages between program students and other students, students receiving the intensive academic advising had a higher one-year retention rate. The role played by institutional research was mixed.

(Canada)

This paper describes a spreadsheet-based faculty flow model developed and implemented at the University of Calgary (Canada) to analyze faculty retirement, turnover, and salary issues. The study examined whether, given expected faculty turnover, the current salary increment system was sustainable in a stable or declining funding environment, and whether further early retirement incentives would be necessary. The model, called the Academic Staff Resource Projection Model, is based on the Markov chain approach to project faculty movement out four years. It was developed using Microsoft's Excel spreadsheet software. Nine alternative policies and assumptions were tested concerning: (1) retirements for ages 55 to 70; (2) resignation rates by years of service; (3) age distribution of newly hired staff; (4) annual attrition of one rank replaced by another rank; (5) overall attrition replacement ratio; (6) adjustments to allow for addition or elimination of academic programs; (7) starting salaries; (8) salary schedule information; and (9) rate of promotion to next rank. Six figures and flow charts illustrate the model and show the spreadsheet file structure and flows. Three appendixes include a policy variables worksheet, a salary schedule, and an age distribution schedule. (Contains 16 references.) (CH)

ED 410 895 HE 030 492

Kinnick, Mary K.; Ricks, Mary F.; Bach, Susan; Walleri, Dan; Stoering, Juliette; Tapang, Belen

Student Transfer and Outcomes between Community Colleges and a University within an Urban Environment. AIR 1997 Annual Forum Paper.

PUB DATE- 97

NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Articulation (Education); College Attendance; College Credits; *College Transfer Students; Community Colleges; Educational Planning; Enrollment Influences; Higher Education; Institutional Research; State Universities; Statistical Analysis; Student Educational Objectives; *Student Mobility; Transfer Policy; Transfer Students; Two Year Colleges

IDENTIFIERS- *AIR Forum; Clackamas Community College OR; Mount Hood Community College OR; Portland Community College OR; Portland State University OR

This paper describes the results of a collaboration between three local community colleges in Oregon, Clackamas Community College, Portland Community College, and Mount Hood Community College with Portland State University, to study student transfers among the institutions. Using a random sample of 504 students who had completed at least three credits during the academic year 1990-91, but did not enroll at the same college in the following year, the study examined student flow patterns, efficiency of the transfer process in terms of credit-hour loss, and academic performance patterns, focusing primarily on students' behavior and on the collective role of the four institutions in delivering postsecondary education. The study found the pattern of student movement between community colleges and the university to be complex, with

Performance Support Systems (EPSS) for Training in Project Based Classes" (Brian R. Hoyt, Mark Stockman, and Jerry Thalman); "Using Authorware and Shockwave To Create Interactive HTML Pages" (Janet E. Hurn); "Power Pedagogy: Integrating Technology in the Classroom" (Benjoe A. Juliano); "An Administrative Model for Virtual Website Hosting" (Jerry Kandies); "Small College AI" (Harold H. Kollmeier); "The Emerging Trends in Application Integration" (David K. Moldoff); "Program-to-Program Articulation for the World Wide Web" (Charles H. Morton); "A New Hire Training Program for the "Old" and the "New"" (Jon Mueller); "Is Your Curriculum Up-to-Date" (Thomas A. Pollack); "Supporting Student Teachers with Laptop Computers: A Project of the School of Education at Columbus State University" (Dutchie Riggsby); "Evaluating the Effectiveness of a Formal Ethics Component in the Computer Science Curriculum" (Stephen J. Sheel and E. Eugene Collins); "The Web-Database Connection: Tools for Sharing Information on the Campus Intranet" (Nancy E. Thibeault); "MIS On-Line" (Nancy S. Thomson, DonnaRose Echeverria, and Bob Mills); "Integrating a Computerized Testing System and Electronic Lecture Notes in First-Year Mathematics Courses" (Ray Treadway); "Distance Education VIA the Internet (Methodology and Results)" (William Verbrugge); and "Delivering Library Information Across the Network: One Model for Successful Implementations" (William P. Wilson). (SWC)

ED 410 912   IR 018 474

Abkemeier, Mary K.
An On-line Microcomputer Course for Pre-service Teachers.
PUB DATE- 97
NOTE- 6p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference. Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Pluralism; Educational Cooperation; *Educational Technology; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Higher Education; *Internet; *Microcomputers; Online Searching; Online Systems; *Preservice Teacher Education; Research Tools; Selection; Student Evaluation; User Needs (Information)
IDENTIFIERS- Apple Macintosh; Preservice Teachers

This paper describes "Microcomputer Applications for Educators," a course at Fontbonne College for pre-service teachers which introduces the educational applications of the computer and related technologies. The course introduces students to the Macintosh computer, its operating system, Claris Works 4.0, and various other educational and personal software packages, and provides students with the knowledge and skills of how to use the Internet as a teaching and research tool. Each week, students investigate two topics on the Web, one on general educational technology, and the other dealing with multiculturalism and/or diversity. Students provide an Internet address, summary of the site, and a rating on content, organization, and aesthetics for each topic they research. The class web page contains Internet addresses related to each of the Internet topics for students to look at for more information. The multicultural/diversity sites and their descriptions are listed on the college's web page, and information is sent to principals in the area telling them about the list. Student evaluation in the class is also developed by Microsoft was used; however due to its limitations, a no-cost HTML editor called "AOLpress" was located on the Web and used to add background images and graphics files. Once the HTML pages were completed, files were then e-mailed to the USCS Webmaster for publication to the USCS Webserver. This project illustrates that through the use of readily available software on the Web, novices can easily create personal projects. Exhibits provided at the end of this paper include the USCS Agreements, and Degree Choices Report. (AEF)

ED 410 932 IR 018 494

Mueller, Jon
A New Hire Training Program for the "Old" and the "New."
PUB DATE- 97
NOTE- 8p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; Employee Attitudes; Higher Education; Information Technology; *Local Area Networks; *On the Job Training; Professional Development; Program Development; Program Implementation; *Staff Development
IDENTIFIERS- *North Central College IL

In January of 1996, North Central College (Naperville, Illinois) turned on its campus-wide, PC-based network. A Technology Training Group (TTG) was created; this group focused on technology training for new staff hires, while also considering the ongoing needs of the current employees. Goals of the TTG included bringing new employees quickly up to date on the most essential applications on the network; welcoming the new employees into the campus community; using in-house presenters; creating a flexible format that allowed for adaptation of changing needs and that served the largest segment of current faculty and staff possible; and following the model established with technology support to provide a variety of means and opportunites for training. With these goals as guides, the TTG developed a three-part training program, which consisted of: (1) immediate training provided by the new employee's supervisor; (2) a monthly "Training Day" set aside to take new hires beyond the basics; and (3) an orientation day to welcome the new employee which included a tour of the campus. Feedback sheets seent to particpants about a week after the sessions revealed consistent appreciation for the new program. Suggestions were also received in terms of modifying the schedule and adding specific topics. The New Employee Technology Training Checklist for Supervisors is appended. (AEF)

ED 410 933 IR 018 495

Pollack, Thomas A.
Is Your Curriculum Up-to-Date.
PUB DATE- 97
NOTE- 11p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

executive summary and ten sections: (1) Introduction; (2) Potential Significance; (3) Hardware and Infrastructure; (4) Software, Content and Pedagogy; (5) Teachers and Technology; (6) Economic Considerations; (7) Equitable Access; (8) Research and Evaluation; (9) Programs and Policy; and (10) Summary of Findings and Recommendations. (SWC)

ED 410 951   IR 018 540

Baer, Walter S.; Farnsworth, Gwendolyn
Computer Donations to Schools: A Review of Selected Private-Sector, Nonprofit and State Programs. Documented Briefing.
SPONS. AGENCY- Office of Science and Technology Policy, Washington, DC.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; *Donors; Educational Cooperation; Educational Media; *Elementary Secondary Education; Equipment Maintenance; Federal Programs; Government Role; *Microcomputers; Nonprofit Organizations; *Recycling
IDENTIFIERS- *Equipment Needs; Executive Order 12999; Rand Corporation; Surplus Computing Capacity; Technology Integration

The RAND Critical Technologies Institute (CTI) was asked to report on the progress federal agencies have made and the problems encountered in implementing Executive Order 12999, which streamlines the transfer of excess and surplus federal computers to schools and nonprofit organizations. This documented briefing presents the findings from that review and discusses private-sector, nonprofit, and state-sponsored programs that transfer used computer equipment to elementary and secondary schools. Findings from the study include: (1) schools can benefit from donated computers--refurbished used computers can extend limited school budgets and speed up the process of bringing educational technology into the classroom; (2) transferring equipment in good working order is essential--gifts of nonworking equipment are usually counterproductive for both donors and recipients; (3) refurbishing provides more and better equipment for schools-- recyclers report that only 25-35% of the donated computers they receive can be transferred as is, so refurbishing increases usable output to 65-70% of incoming donations, and recyclers can often upgrade donated machines; (4) independent recycling organizations can operate at larger scale than individual donors or recipients; and (5) recycling organizations offer advantages, but other approaches to refurbishing also seem feasible. If properly managed, recycling programs can add substantially to the number of capable computers in elementary and secondary school classrooms. (SWC)

ED 410 952   IR 018 639

Parents Guide to the Internet.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Media and Information Services.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

The Internet as Paradigm. 1997 Annual Review of the Institute for Information Studies.
SPONS. AGENCY- Aspen Inst., Queenstown, MD.; Northern Telecom, Inc., Nashville, TN.
PUB DATE- 97
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Computer Networks; Computer Uses in Education; Futures (of Society); Information Management; *Information Policy; Information Technology; *Internet; *Science and Society; *Social Change; Social Influences; Technological Advancement; Telecommunications; Users (Information)
IDENTIFIERS- Technology Integration

Each year, the Institute for Information Studies publishes an Annual Review--a collection of commissioned papers that provide a variety of perspectives on a particular topic relating to the impact of communications and information technology. The articles in this 8th edition focus on the impact of the Internet not only on society and in society but as a paradigm for society. The authors offer a variety of visions of the Internet, it's promises and possibilities, and of society's future as a result of this potentially transformative influence. The following articles are included: (1) Introduction--"The Internet as Paradigm: Phenomenon and Paradox" (John Hindle); (2) "The Internet: An Abstraction in Chaos" (Anthony M. Rutkowski); (3) "Economic Issues Facing the Internet" (Hal R. Varian); (4) "The Internet Business and Policy Landscape" (Brian Kahin); (5) "Governance and the Internet" (Bruce W. McConnell; (6) "Is This for Real?" Democratic Politics and the Internet" (Michael Cornfield and F. Christopher Arterton); (7) "Learning in an Internetworked World" (Beverly Hunter); and (8) "The Internet as a Complex Evolving System" (James F. Moore). A brief profile of each author is provided. (SWC)

ED 410 972   IR 056 470

Kemp, Jane, Comp.; Witschi, Laura, Comp.
Displays and Exhibits in College Libraries. CLIP Note #25.
PUB DATE- 97
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Exhibits; Higher Education; Instructional Materials; Library Guides; *Library Materials; Library Science; Library Services; Library Statistics; *Library Surveys; Questionnaires; *Signs

This College Library Information Packet (CLIP) Notes provides information on displays and exhibits in small college and university libraries. Displays and exhibits have long been an accepted yet under-documented are of library work. This survey presents a collection of data and supporting documents about current display and exhibit practices in small-to-medium sized academic libraries. Goals were not only to examine whether the conclusions cited in the literature and the authors' experience were corroborated by survey evidence, but also to promote, through the specificity of questions, an understanding of the depth and significance of the subject. Since exhibit-related the growth of computer technologies and the Internet. Current distance learning applications allow colleges to combine new roles for teachers and learners, new learning paradigms, and technology that increases speed and accessibility. In developing the new program, however, planners at RHCC faced immediate resistance to change among faculty and staff. In addition, the following issues and obstacles had to be addressed: (1) gaining the support of key administrators; (2) convincing faculty, the Academic Senate, and the college's Curriculum Committee that distance learners would receive the same support and quality instruction as on-campus learners; (3) obtaining the support and assistance of colleagues in the target department; (4) assessing student needs and piloting courses; (5) maintaining adequate technology and deciding upon elements to be implemented; and (6) allowing sufficient time to implement the program. The obstacles were overcome, however, and, as of 1997, 24 Web-based professional update courses related to peace officer education were offered through the college's Public Service department. The course pages include course titles, descriptions, learning goals, activities, assignments, and links to other Internet resources. Contains 18 footnotes. (HAA)

ED 410 992 JC 970 438

Hammond, Ron J.
A Comparison of the Learning Experience of Telecourse Students in Community and Day Sections.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Distance Learning Symposium sponsored by Utah Valley State College (Orem, UT, August 20, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Comparative Analysis; Course Evaluation; *Distance Education; Grades (Scholastic); *Learning Experience; Outcomes of Education; *Participant Satisfaction; *Student Attitudes; Student Reaction; Teaching Methods; *Telecourses; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Utah Valley State College

A study was undertaken at Utah Valley State College to assess the quality of learning experiences of students taking a sociology telecourse. This included comparing results for day students viewing the course in a classroom and students viewing the course at home or in other locations in the community. Surveys were distributed to 62 classroom- and 28 community-based students, requesting information on their ratings of the course, their knowledge of general sociological concepts, and the frequency with which they undertook selected learning activities. An analysis of responses and grades received in the course indicated that 62% of the community-based students received an "A" or "A-," compared to only 35% of the day classroom-based students. Also, while both groups had high attrition rates, classroom-based students were less satisfied with the course than community-based students and less likely to recommend the telecourse to a friend. Based on findings, the following recommendations were proposed: (1) a program should be developed to prepare students for distance learning; (2) a screening instrument should be created for potential distance learning students; (3) initiatives should be explored to make videotapes of courses available to students for home viewing;

effectiveness, accountability, and quality, and presents information on and organizational charts for the following models: state workforce development systems, block grant funding/state-local planning processes, workforce development systems/economic development networks, community college/workforce education and training delivery systems, and systems approaches to the training process. The next section offers details of a new adaptive model, explaining the roles of community colleges and other service providers, state-level workforce executive planning councils and other advisory groups, labor market information systems, one-stop career centers, the state Governor, a new workforce implementation agency, the state workforce board, and local service area boards. The final section discusses issues related to stakeholders and the governance structure, highlighting the importance of community colleges as workforce resources. Contains 22 references. Definitions of terms are attached. (HAA)

ED 411 011 JC 970 485

Regional Curriculum Colloquia and Delegated Approval Authority. Adopted Spring 1997.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; College Curriculum; *College Governing Councils; Community Colleges; *Curriculum Development; Participative Decision Making; Power Structure; Program Implementation; Scheduling; *State Programs; Training; Two Year Colleges
IDENTIFIERS- *California Community Colleges; *Delegation of Authority

In the California Community Colleges (CCC), authority is conditionally delegated to local college districts to approve new credit courses, articulate courses with other district colleges, and approve graduation requirements. This document details policies adopted by the CCC's Academic Senate regarding the scope, mechanisms, and conditions of that delegation and discusses the role of regional curriculum colloquia. Following an introduction to curriculum approval in the CCCs, [illegible]ole and structure of regional curriculum colloquia are d[illegible]ed, indicating that they are 2-day workshops focusing on [illegible]iculum standards and best practices. Next, methods for schedu[illegible] colloquia are discussed; the state's 15 local regions a[illegible] identified; colloquia staffing and training is describe[illegible] and the program's budget is presented, indicating that $25,[illegible]0 are allocated annually. Finally, recommendations are provided to help colleges document their eligibility for delegation to the Office of the Chancellor, focusing on knowledge, procedures, and curriculum standards. Eight appendixes, which comprise most of the document, provide Education Code Sections 70901 and 70902; Title 5 Sections 51021, 51022, and 55100; sections from the CCC's Curriculum Standards Handbook; a list of 24 related resource manuals; sample correspondence from the process, including an initial notice to colleges, request for volunteer college facilitators, letter of appointment for college facilitators, request for delegation checklists, instructions to site facilitators, and notice of continued delegation; survey instruments used in colloquia evaluations; a grant satisfaction, and descriptions of articulation programs. (JDI)

ED 411 029 JC 970 503

Rosa, Karon J.
Evaluation of a Commercial Student Retention Program at Topeka Technical College.
PUB DATE- 97
NOTE- 45p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Community Colleges; *Cost Effectiveness; Dropout Rate; Evaluation Criteria; Program Effectiveness; Program Evaluation; *School Holding Power; *Student Attrition; Two Year Colleges

In response to increasing student attrition rates, Topeka Technical College, Kansas, a proprietary school run by Education America, Inc., adopted a commercial retention program that included faculty and staff training and a success course for students. An evaluation was undertaken to determine the effectiveness of the program, involving a review of the literature and other retention models and the establishment of the following performance criteria: improvement in retention, cost benefit, and enhanced faculty development. Outcomes were determined by comparing semester retention rates for 43 students who began before the success course was implemented and 38 students who participated in the course, and comparing the costs of the program to the revenue generate by retained students. In addition, surveys were sent to all faculty who participated in the training regarding the program's effectiveness. Study findings indicated that student retention was not improved among those involved in the program, with 14 students from each of the study groups dropping out before the end of the semester. Due to the lack of increased retention and increased revenue, there was no cost benefit associated with the program. The faculty, however, considered the training to be very valuable. As a result, it was recommended that further efforts be made to increase student retention. Contains 16 references. An implementation manual for the retention program is appended. (YKH)

ED 411 030 JC 970 504

Estrella Mountain Plan for Institutional Effectiveness, 1997-1998.
PUB DATE- 97
NOTE- 40p.; Materials used in a presentation to the Consortium for Community College Development's Annual Summer Institute (9th, Tempe, AZ, June 22-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Outcomes Assessment; *College Planning; Community Colleges; *Educational Quality; *Institutional Mission; *Organizational Objectives; Program Implementation; *School Effectiveness; *Self Evaluation (Groups); Strategic Planning; Two Year Colleges

This plan provides information on the efforts of Arizona's Estrella Mountain Community College (EMCC) to evaluate its effectiveness in achieving organizational mission and purpose. The plan contains the following information: (1) a discussion of EMCC's institutional effectiveness efforts to date, Chapter 11 addresses integrated activities, including simple and complex activities, and transferring information. Three appendices contain skill-focused activities, a self-assessment checklist, and resources for further reading. (SD)

ED 411 046 PS 025 644

Schickedanz, Judith A.; Pergantis, Mary Lynnn; Kanosky, Jan; Blaney, Annmarie; Ottinger, Joan
Curriculum in Early Childhood: A Resource Guide for Preschool and Kindergarten Teachers.
PUB DATE- 97
NOTE- 365p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Classroom Techniques; *Curriculum Development; Curriculum Enrichment; Curriculum Guides; Early Childhood Education; Instructional Materials; Kindergarten; Learning Modules; *Lesson Plans; *Preschool Curriculum; Preschool Teachers; Teaching Guides; Thematic Approach
IDENTIFIERS- *Curriculum Implementation; Curriculum Management

The purpose of this guide is to make available to teachers both curriculum ideas and information about the craft of instruction, and provide information about their adaptation to differing circumstances. Chapter 1 of the guide addresses the "theoretical framework" including the issue of active versus passive learning. Chapter 2 addresses objectives in the areas of mathematical and literacy development. Chapter 3 addresses curriculum objectives for children's learning. Chapter 4 addresses time management, staff and student groupings, physical space organization, and materials. Chapter 5 provides a theme-based curriculum unit utilizing familiar things in the world such as paper, kitchen equipment, and tools. The remaining five chapters provide theme-based curriculum units in the following areas: (6) the physical world, including color, sound, and magnetism; (7) the animal world, including baby animals and domesticated animals; (8) the plant world, including edible plants; (9) the world of communication, including stories and language; and (10) the world of vehicles and transportation, including safety vehicles and transportation systems. A resource section lists books for teachers, children's information books, children's storybooks, poems, videotapes, filmstrips, songs, and commercial materials. (Author/SD)

ED 411 047 PS 025 649

Building Bridges. Lessons Learned in Family-Centered Interprofessional Collaboration: Year Two.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 96
NOTE- 45p.; For Year One monograph, see ED 407 107.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; At Risk Persons; Child Health; *Community Health Services; Cooperative Planning; *Delivery Systems; Early Intervention; Family Health; Family Involvement; Family Programs; *Integrated Services; Interdisciplinary

Burton, Larry D.; Prest, Sharon
Connecting Effective Instruction and Technology. Intelebration: Safari.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Conference and Exhibit of the Association for Supervision and Curriculum Development (Baltimore, MD, March 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activity Units; Animals; Creative Teaching; *Curriculum Development; Curriculum Enrichment; Curriculum Research; *Educational Strategies; Elementary Secondary Education; *Experimental Curriculum; Foreign Countries; Instructional Design; *Instructional Development; Instructional Improvement; *Instructional Innovation; Instructional Materials; Learning Activities; Learning Theories; School Effectiveness; Teacher Improvement; Teaching Guides
IDENTIFIERS- Africa (East); *Safaris

Intel-ebration is an attempt to integrate the following research-based instructional frameworks and strategies: (1) dimensions of learning; (2) multiple intelligences; (3) thematic instruction; (4) cooperative learning; (5) project-based learning; and (6) instructional technology. This paper presents a thematic unit on safari, using the Intel-ebration framework. Each instructional strategy is described in a series of "One-Minute Overviews," including its theoretical and philosophical foundations, followed by a discussion of how each of these strategies is addressed in the Intel-ebration instructional technique. The first strategy discussed is "dmensions of learning," a framework for planning and implementing instruction that goes beyond factual learning. Intel-ebration addresses the five dimensions of learning: positive attitudes about learning, acquiring and integrating knowledge, extending and refining knowledge, making meaningful use of knowledge, and productive habits of mind. Next, Howard Gardner's concept of multiple intelligences is defined and the multiple intelligences are listed, including their educational use. Thematic instruction is defined as study across subject areas; examples of content Intel-ebration themes are presented. Cooperative learning is defined as including a variety of instructional techniques that promote interdependence in the classroom, and the Intel-ebration applications to the five attributes are addressed. Project-based learning, the final strategy discussed in the paper, is described as student-originated and student-executed. Included in the packet are learning activities entitled "Fauna of East Africa," "Fauna of East Africa 2," and suggested criteria for evaluation of student and group projects. (SD)

ED 411 065 PS 025 716

Ahrens, Susan; Barrett, C. Elise; Holtzman, Debi
Social Skills and Problem Solving Abilities in a Middle School Advisory Setting.
PUB DATE- 97
NOTE- 59p.; Action Research Project, Saint Xavier University & IRI/Skylight Field Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142)

Canada's Families: They Count = Les Familles Canadiennes: Faits Et Chiffres.
PUB DATE- 96
NOTE- 127p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Births to Single Women; *Demography; Divorce; Employment Patterns; Ethnic Groups; Family Income; Family Size; *Family (Sociological Unit); Foreign Countries; Language Minorities; Marriage; National Surveys; Older Adults; Poverty; Religious Cultural Groups; *Statistical Surveys; Tables (Data); Trend Analysis
IDENTIFIERS- *Canada; Common Law; Living Arrangements; Provincial Surveys

This report contains tabular presentations of trends in national and provincial statistics on Canadian families. Included are: (1) changes in demographic characteristics from the 1970s to the 1990s; (2) population by age group; (3) ethnic heritage; (4) mother tongue; (5) religion; (6) rural/urban living arrangements; (7) living alone or living in families; (8) family size; (9) marriage and divorce rates; (10) couples with children or living in common law marriages; (11) lone-parent families; (12) senior citizens; (13) labor force participation; (14) family income; and (15) poverty rates. Findings indicate that 3.7 percent of Canada's population have Aboriginal origins, with considerable provincial differences in ethnic profile. The predominant faith continues to be Christian, with Catholics outnumbering Protestants for the first time in 1991. Eastern non-Christian religions have increased significantly between 1981 and 1991. About 75 percent of the population live in urban areas, little change in the past 25 years. A smaller proportion of Canadians live in families in 1994 than in 1971. One of the most important family changes is the declining family size. The number of senior citizens has doubled in the last 25 years. The poverty rate of elderly Canadians has declined substantially, while the rate of child poverty has increased markedly. (KB)

ED 411 083 PS 025 777

Cook, Danielle; Rudin, Lynn
Improving Discipline through the Use of Social Skills.
PUB DATE- 97
NOTE- 70p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight. For related study of School Site A, see PS 025 790.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Behavior Change; Behavior Problems; *Conflict Resolution; *Cooperative Learning; *Discipline; Elementary Secondary Education; *Interpersonal Competence; Listening; Observation; Program Effectiveness; Prosocial Behavior; Role Playing; Student Attitudes; Student Behavior; Teamwork; Time on Task
IDENTIFIERS- T Charts; Teacher Journals

Faced with increasing concerns of educators, parents, and students regarding the lack of school discipline, this study evaluated a social skills program to reduce inappropriate behavioral incidents in urban middle and rural high school sibling rivalry, and close friendships. The chapters of the book are: (1) "Social Competency and Friendships in Middle Childhood: 'Lord of the Flies' Revisited"; (2) "Social Rules and the Implicate Order: Toward a Sociology of Childhood"; (3) "Phenomenology and Relationships: The Birth of Social Rules"; (4) "The Rules and with Whom They Are Used: Compliance and Autonomy"; (5) "The Rules and with Whom They Are Used: Self-Control and Conflict Management"; (6) "The Rules and with Whom They Are Used: Mutual Activities and Obligation"; (7) "Social Competency and the Sorcerer's Apprentice: The Importance of Parents"; (8) "Siblings: The Relationship You Don't Have To Earn To Keep"; (9) "Social Rule Rationales: The Child as a Relationship Philosopher"; and (10) "Concluding Remarks." Appendices describe: (1) extracting social rules from interviewing"; (2) the recursive interview protocol; and (3) data analyses. Contains 342 references. (LPP)

ED 411 100 PS 025 829

Murray, Lynne, Ed.; Cooper, Peter J., Ed.
Postpartum Depression and Child Development.
PUB DATE- 97
NOTE- 315p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Child Development; Chronic Illness; Cognitive Development; *Depression (Psychology); *Emotional Disturbances; Emotional Problems; Infant Behavior; Infants; Interpersonal Relationship; Mediation Theory; Moods; *Mothers; *Parent Child Relationship; *Perinatal Influences; Pregnancy; Psychosis; Psychotherapy; Socialization
IDENTIFIERS- Dyads; *Postpartum Depression; Specificity

Only recently has the research on postpartum depression dealt with the disorder's effects on child development. This book explores the impact of postpartum depression on mother-infant interaction and child development, its treatment, and postpartum psychosis. The chapters are: (1) "The Nature of Postpartum Depressive Disorders" (Michael O'Hara); (2) "Fragile Aspects of Early Social Integration" (Hanus Papousek and Mechthild Papousek); (3) "Depressed Mothers and Infants: Failure To Form Dyadic States of Consciousness" (E. Tronick and M. Katherine Weinberg); (4) "Postpartum Depression and Cognitive Development" (Dale Hay); (5) "The Role of Infant and Maternal Factors in Postpartum Depression, Mother-Infant Interactions, and Infant Outcomes" (Lynne Murray and Peter Cooper); (6) "Maternal Cognitions as Mediators of Child Outcomes in the Context of Postpartum Depression" (Douglas Teti and Donna Gelfand); (7) "The Timing and Chronicity of Postpartum Depression: Implications for Infant Development" (Susan Campbell and Jeffrey Cohn); (8) "The Impact of Psychological Treatments of Postpartum Depression on Maternal Mood and Infant Development" (Peter Cooper and Lynne Murray); (9) "The Treatment of Depressed Mothers and Their Infants" (Tiffany Field); (10) "Psychodynamic Perspectives on the Treatment of Postpartum Depression" (Bertrand Cramer); (11) "The Impact of Postpartum Affective Psychosis on the Child" (Alison Hipwell and Channi Kumar); and (12) Afterword--"Maternal Depression and Infant Development: Cause and Consequence; Sensitivity and Specificity" (Michael Rutter). Each chapter contains references. (KB)

ED 411 101 PS 025 838

men who grew up on different reservations (Hopi and Navajo) in the Southwest. Specifically, the study explores the agendas, opportunities, and decisions involved in retaining or rejecting each man's traditional culture and language. The study was based on discussions with both men over a period of a year that focused on all aspects of their academic and life experiences. Both men were in their late twenties, were educated through high school on their reservations, and were English literate. Both were attending the same university in a nearby large metropolitan city where they were completing advanced degrees. Three primary factors influenced the men in their life choices: parents' level of cultural literacy and participation in tradition, world views of extended families and cultural groups, and personal interests in traditional and nontraditional ways. This study suggests that the subjects' divided interests between traditional and Euro-American ways were a fundamental part of the cultural cohesion and cultural interference that existed within their societies. This study demonstrates that heritage language loss and the lack of cultural transmission do not necessarily come about through cultural discontinuity between the institutions of minority and majority cultures. Elders and relatives can provide support that enhances their traditions and further enculturates their children. This is especially relevant where children are caught between the need for English literacy and the necessity of maintaining and transmitting the heritage language and culture. These two men were able to achieve in both realms without the wholesale replacement of one set of beliefs by another. They chose the best aspects from both traditions to situate their identities at the intersection of two disparate cultures. (LP)

ED 411 117 RC 021 132

Creighton, Theodore B.
Teachers as Leaders: Is the Principal Really Needed?
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual National Conference on Creating the Quality School (6th, Oklahoma City, OK, March 20-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Educational Change; Elementary Education; *Elementary Schools; Leadership; *Participative Decision Making; Principals; School Administration; School Based Management; Teacher Education; *Teacher Empowerment; *Teacher Role
IDENTIFIERS- *Educational Leadership; *Schools without Principals; Teacher Leadership

This paper addresses educational reform centering on teacher participation and leadership. Although schools have developed new mission statements and implemented strategic planning and site-based management in recent years, most schools are not set up to accept teachers in leadership roles. The literature suggests that our "new" schools must be built on shared authority and responsibility, which requires that staff trade assignments and work in multiple groups to remain in touch with the school as a whole. In 1990, Woods Learning Center (WLC)--an elementary school in Casper, Wyoming--eliminated the position of school principal. Driving this decision was the desire to reallocate the money saved in a principal's salary to the children in the classroom. At WLC, principal duties and

Study in Australia and New Zealand" (Ellerton); "Pupil Cognitive Ability Levels Compared with Curricular Demands When Six-to Eight-Year Olds are Taught Arithmetic Operations" (Harrison, Bye, Schroeder); "The Design of a National Pre-Vocational and Vocational Numeracy Scheme: The Relationship of Psychology to Curriculum Development" (Rees, Barr, Gould, Leary); "Experimental Study of

ED 411 131 SE 057 132

Streefland, Leen, Ed.
Proceedings of the Annual Conference of the International Group for the Psychology of Mathematics Education (9th, Noordwijkerhout, The Netherlands, July 22-29, 1985), Volume 2: Plenary Addresses and Invited Papers.
PUB DATE- 85
NOTE- 141p.; For volume 1 (research papers), see SE 057 131.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Education

This proceedings from the conference of the International Group for the Psychology of Mathematics includes the following plenary addresses and invited papers: "The Social Psychology of Mathematics Education (Alan J. Bishop); "Mathematics and the Visual Arts" (Frederick van der Blij); "The Interplay between Different Settings. Tool-Object Dialectic in the Extension of Mathematical Ability - Examples from Elementary School Teaching" (Regine Douady); "The Need for Emphasizing Various Graphical Representations of 3-Dimensional Shapes and Relations" (Claude Gaulin); "Conceptual Analysis of Mathematical Ideas and Problem Solving Processes" (Richard Lesh); "Rational Analysis of Realistic Mathematics Education - The Wiskobas Program" (Adri Treffers & Fred Goffree); and "Taking Responsibility in School Mathematics Education" (Hassler Whitney). (MKR)

ED 411 132 SE 057 133

Maher, Carolyn A., Ed.; Goldin, Gerald A., Ed.; Davis, Robert B., Ed.
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (11th, New Brunswick, New Jersey, September 20-23, 1989), Volume 1: Research Reports.
PUB DATE- 89
NOTE- 362p.; For volume 2, see SE 057 134.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Education

This conference proceedings from annual conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA) contains the following research papers: "The Interactive Nature of Cognition and Affect in the Learning of Mathematics: Two Case Studies" (T.J. Bassarear); "The Value of Concept Forming in Mathematics in Schools with Second Language Medium of Instruction" (F.H. Swart); "Conceptual Difficulties in Algebra Word Problems Having Only One Variable" (A. Ganguli); "The Process of required, or other limiting cross reference is suggested. Appendices contain warnings about potential hazards in the outdoors, diagrams for building nests, and a WILD School Site Application for Certification. Contains 34 references. (AIM/NB)

ED 411 145 SE 060 442

Rillero, Peter; Allison, Jeanette
Creative Childhood Experiences in Mathematics and Science. Projects, Activity Series, and Centers for Early Childhood.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 395p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Active Learning; Constructivism (Learning); Educational Strategies; Elementary Education; *Interdisciplinary Approach; *Learning Centers (Classroom); Learning Modules; Learning Theories; *Mathematics Activities; Relevance (Education); *Science Activities; Science and Society; Teaching Guides
IDENTIFIERS- ERIC Clearinghouse for Science Math Environ Educ

This guide is for preservice and inservice early childhood educators and presents ideas for active learning in science and mathematics. The child-centered and active-learning experiences represent three categories of learning opportunities: (1) projects; (2) activity series; and (3) activity centers. The experiences emphasize creating meaningful learning experiences, promoting reflection and discussion, and connecting new events to prior experiences. The material is organized by chapter and includes three chapters on supporting learning, seven chapters providing examples of activity series, four chapters pertaining to activity centers, five chapters devoted to the project approach, and seven chapters that delve deeply into the issues and practices related to the integration of mathematics and science instruction across the curriculum. Each chapter contains specific classroom examples and proven strategies. (DDR)

ED 411 146 SE 060 500

Wood, Terry, Ed.; Cobb, Paul, Ed.; Yackel, Erna, Ed.; Dillion, Deborah, Ed.
Rethinking Elementary School Mathematics: Insights and Issues. Journal for Research in Mathematics Education, Monograph Number 6.
PUB DATE- 93
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Arithmetic; *Basic Skills; *Classroom Environment; Cognitive Psychology; *Concept Formation; Constructivism (Learning); Educational Strategies; Grade 2; Learning Strategies; Learning Theories; Mathematics Instruction; Primary Education; *Problem Solving
IDENTIFIERS- National Council of Teachers of Mathematics

This monograph chronicles a field-based investigation of

DESCRIPTORS- Advertising; Citizenship Education; Cultural Pluralism; *Elections; *Ethics; Fund Raising; High Schools; Justice; Law Related Education; Mass Media; Moral Values; *Political Campaigns; *Politics; Privacy; Social Studies
IDENTIFIERS- Electoral College
This collection of lesson materials for high school teachers and students focuses on the study of ethics and values that underlie the political process in the United States. The collection is meant to encourage teachers and students to examine the value conflicts that frequently appear in the electoral process and stimulate student thinking about ethical considerations in campaigns for public office. The lessons are designed to supplement courses in the social studies. The first part of the guide provides an overview of the program, strategies for studying ethics and politics in the United States, and learning outcomes. The rest of the guide is divided into six sections: (1) "Introducing Ethical Issues Thru the Study of Campaigns and Elections"; (2) "Selecting the President: What do we want in a President?"; (3) "Campaign Images and the Role of the Media"; (4) "Campaign Issues and Controversies"; (5) "Ethical Dilemmas in Electoral History"; and, (6) "Campaign and Electoral Reform." (TSV)

ED 411 171 SO 026 783

Substance Abuse and the Law: A Technical Assistance Paper for the Street Law Substance Abuse Lessons.
PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Citizenship Education; Crime; Crime Prevention; Drug Abuse; Drug Addiction; *Drug Education; Instructional Materials; *Law Related Education; Secondary Education; Social Studies; *Substance Abuse; *Youth Problems
IDENTIFIERS- *Street Law
This technical assistance paper is designed to give trainers guidance on teaching the development and use of substance-abuse lessons found in "Street Law: A Course in Practical Law." The paper provides background on the lessons, a rationale for using the lessons, and sample agendas to use in training. "Street Law" contains substance abuse lessons in the areas of criminal law, juvenile justice, torts, family law, housing law, and individual rights and responsibilities. The substance abuse prevention lessons are designed to encourage young people to examine the consequences of substance abuse from the perspective of both individuals (victims, legislators, judges and law-enforcement personnel) and society as a whole. An index of alcohol, drug, and tobacco related materials found in "Street Law" and an evaluation form to be used in conjunction with "Street Law" materials can be found in the appendix. (TSV)

ED 411 172 SO 026 938

Catlaks, Guntars; Sarma, Valts
Civic Education for Democracy in Latvia: The Program of the Democracy Advancement Center. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

ED 411 193 SO 027 806

Kira, Naoshi
Students' Participation in a Democratic Community: A Study of a High School Democracy.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *Citizenship; Citizenship Responsibility; Civics; Community Development; Community Involvement; *Democracy; High Schools; *Qualitative Research; Social Responsibility

This paper describes a qualitative study of seven alternative democratic program (ADP) students of a public high school in a suburb of a major city. The purpose of the study was to gain an in-depth understanding of how students in ADP reflect upon their transitions to become active members of the ADP community over time. The students were primarily seniors who joined ADP in their sophomore years. The ADP program was established in the site school in 1970. Observations and interviews were used to gather data. Two major themes to emerge were: the positive aspects of the program that influence student motivation and performance; and the students' perceptions of themselves and the program over time. The study found that students benefited tremendously from the small, personalized community of ADP that helped them to develop trusting relationships with their teachers and fellow students and have a voice in their own education. (Contains 24 references.) (EH)

ED 411 194 SO 027 830

Poggenpohl, Sharon Helmer, Ed.
Graphic Design: A Career Guide and Education Directory.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC.
PUB DATE- 93
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Art Education; *Career Choice; Career Guidance; Career Planning; Commercial Art; Employer Attitudes; *Employment Opportunities; *Graphic Arts; Higher Education; Portfolios (Background Materials); *Qualifications; Schools; Secondary Education

This guide aims to help students make informed decisions about careers in graphic design. The guide defines the purpose and practice of the graphic design field and identifies the strong link between effective educational programs and effective professional practices. Suggestions are given for evaluating schools and potential employers. Comments from educators and practitioners provide insight into schools' expectations of prospective students and employees. Noteworthy projects are presented to give a sense of the depth and breadth of the field. The guide is organized as follows: (1) "What is Graphic Design?"; (2) "What Graphic Designers Need to Know"; (3) "Who Becomes a Graphic Designer?"; (4) "What Goes on in Design

Materials; *School Culture; Secondary School Teachers; *Teacher Improvement; Teacher Workshops; *Theory Practice Relationship; Videotape Recordings
IDENTIFIERS- *Learner Centered Instruction; *Learner Centered Psychological Principles

This comprehensive set of materials is designed to facilitate the development of skills and knowledge needed to be a successful learner and a successful teacher. The materials include: two videotapes, each featuring four 15-minute programs; viewer guides for each program segment which contain a summary of the program, goals, expected outcomes, key themes and topics, and suggested discussion points and activities; and a user/facilitator manual. In Part 1, "Learner-Centered Principles in Practice," the video programs and viewer guides include an overview of learner-centered principles and case studies of three high schools using learner-centered principles for educational change. In Part 2, "Stories of Change," the four video segments and viewer guides address context and need for change, the transformation process, consequences and results, and creating a new culture. The user/facilitator manual includes the objectives, components, and rationale for the program; the program's staff development process; implementation of the program and two support workshops; blackline masters for exercises; and suggested resources and additional readings. An additional pamphlet, "Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform," prepared by the Presidential Task Force on Psychology in Education of the American Psychological Association is included. (Contains 99 references.) (ND)

ED 411 213 SP 037 503

Burness, Patty, Ed.; Snider, William, Ed.
Learn & Live.
PUB DATE- 97
NOTE- 283p.; Documentary video accompanies publication.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Uses in Education; Documentaries; Educational Change; Elementary School Students; Elementary Secondary Education; Family Involvement; Instructional Improvement; *Instructional Innovation; *Partnerships in Education; Preservice Teacher Education; School Business Relationship; *School Community Relationship; Secondary School Students; *Teacher Role; Teaching Methods; Videotape Recordings
IDENTIFIERS- *Technology Integration

Along with a companion documentary video, "Learn & Live," this resource manual focuses on innovative schools around the country that are integrating technology and involving parents, business, and the community. Ten chapters are divided into four sections. In Section 1, "Students," two chapters look at learning and assessment. The two chapters in Section 2, "Teachers," focus on the role of the teacher and learning to teach. In Section 3, "Communities," the three chapters explore involving families, connecting communities, and business partnerships. In the final section, "Schools," the three chapters discuss reinventing schools, places for learning, and technology. Each chapter contains four elements: visionary essays; reports from individuals active in school reform; brief motivation cited: their commitment to and enjoyment in working with young people; a chance to make a difference by successfully meeting the needs of students in a difficult environment; and knowledge of what to expect in urban schools because of practicum experiences or the experience of growing up in an urban environment. For subjects with decreased motivation, two indicated students' lack of motivation and disrespect for teachers and learning, and two cited lack of institutional support. Challenges to maintaining motivation for all participants included difficult school environment, the lack of full-time employment opportunities, lower wages than other professions, the conditions for substitute teachers, and the tight job market. (ND)

ED 411 233 SP 037 523

Kitsantas, Anastasia
Self-Monitoring and Attribution Influences on Self-Regulated Learning of Motoric Skill.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Grade 10; Grade 9; High School Students; High Schools; Physical Education; *Psychomotor Skills; *Self Efficacy; *Self Evaluation (Individuals)
IDENTIFIERS- Attribute Identification; *Self Monitoring; *Self Regulated Learning

This study examined the influence of female students' (N=90) self-monitoring and attribution on achievement when throwing darts. It was hypothesized: (1) that students who set strategic process goals and used self-evaluative recording would attribute outcomes to strategic causes; and (2) that students who set outcome goals and did not use self-evaluative recording would attribute outcomes to nonstrategic sources. Experimental conditions were based on types of self-regulatory treatments: strategy (analytic or imaginal), goal (process or outcome), and self-evaluation (present or absent). Students watched demonstrations of the skills individually then had 20 minutes of dart throwing practice. After practice, all students completed evaluations of their attributions (why they thought they missed the bull's eye) and posttests of dart throwing proficiency, self- efficacy, self-reaction, and intrinsic interest. Results supported both hypotheses. Since self-regulated strategy process goals and self-evaluation influence the types of attributions students make, it is suggested that teachers help them set strategic process instead of outcome goals, keep performance records, and evaluate their progress. (Contains 12 references.) (SM)

ED 411 234 SP 037 524

Graham, P. Tony; Cline, Paul C.
The Ethical Behavior of Teachers in an Ever-Changing American Social System.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

psychological child maltreatment. The conceptual and methodological approaches used to develop the CTSPC are described and psychometric data, including reliability, validity, and normative data, are presented based on a nationally representative sample of 1,000 U.S. parents. The Psychological Aggression and Physical Assault scales of the original version were revised to: (1) improve clarity and age-appropriateness; (2) add items to increase content validity; and (3) better differentiate among levels of severity of aggression by parents. A supplementary scale has been added to address child neglect. Reliability ranges from 0 for the severe physical assault subscale to 0.70 for the nonviolent discipline subscale. Despite low reliability coefficients, the CTSPC has found a prevalence rate for physical maltreatment of 49 per 1,000, much greater than for cases reported to child protective services, and 5 times greater than the rate uncovered in a national incidence study. The CTSPV is better suited to measure child maltreatment than the original instrument. It is brief and easy to administer. The instrument is attached as an appendix. (Contains 2 tables and 50 references.) (SLD)

ED 411 252 TM 027 184

Straus, Murray A.; Kinard, E. Milling; Williams, Linda Meyer
The Neglect Scale.
SPONS. AGENCY- New Hampshire Univ., Durham. Family Research Lab.; National Inst. of Mental Health (DHHS), Bethesda, MD.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997) and the International Conference on Family Violence Research (4th, Durham, NH, July 23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Adults; Child Abuse; *Child Neglect; *Childhood Needs; *College Students; Emotional Abuse; Higher Education; Needs Assessment; *Psychometrics; Test Construction; Test Reliability; Test Use; Test Validity

The Neglect Scale was designed as a measure of neglect of children's basic needs by caretakers. It measures neglect of physical, emotional, supervisory, and cognitive needs. The version of the Neglect Scale described in this report can be used in interview or questionnaire format with adolescents to describe their current situations or with adults to describe neglect when they were growing up. Preliminary psychometric data based on a college student sample (340 to 359 students) is presented for the full 20-item scale, including the 4 subscales, and for 8-item and 4-item short forms. These preliminary data indicate that the Neglect Scale has a high level of internal consistency reliability. Evidence is also presented in support of construct validity. Limitations of the Neglect Scale are discussed, and modifications that enable the scale to be used with a variety of populations are described. An attachment presents the scale. (SLD)

ED 411 253 TM 027 185

Ross, Susan M.; Straus, Murray A.
The Social Integration Scale.
SPONS. AGENCY- New Hampshire Univ., Durham. Family Research Lab.; National Inst. of Mental Health (DHHS), Bethesda, MD.

Green, Donald Ross
Consequential Aspects of Achievement Tests: A Publisher's Point of View.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Standardized Tests; State Programs; *Test Use; Test Validity; Testing Programs
IDENTIFIERS- *Consequential Evaluation; *Test Publishers

It is argued that publishers of achievement tests, especially those who publish tests intended for use in many parts of the United States, are for the most part not in a position to obtain any decent evidence about the consequences of the uses that are made of their tests. What responsibilities and actions publishers can reasonably be expected to take, with respect to the consequences of test use, is explored. The uses of tests vary by teacher, school, district, state, and over time, especially the time between norming and test use, and no direct mechanism exists for obtaining evidence of the many consequences of test use. Publishers should undertake to study the matter for each of their tests to the extent possible and they should try to persuade academic researchers to study the matter objectively. Because there are so many tests and so many uses, it will take a large-scale cooperative effort to produce any generalizable evidence about the consequences of using nationally normed tests whatever their formats. This leadership cannot come from test publishers alone, but they should play a substantial role in the undertaking as they work with professional organizations to bring about many studies of test use. (Contains 12 references.) (SLD)

ED 411 273 TM 027 246

Stix, Andi
Creating Rubrics through Negotiable Contracting and Assessment.
PUB DATE- 96
NOTE- 9p.; Paper presented at the National Middle School Conference (Baltimore, MD, November 1, 1996). For related document, see TM 027 247.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Educational Assessment; Grading; Intermediate Grades; Junior High Schools; Middle Schools; Parent Participation; *Participative Decision Making; Performance Contracts; *Portfolio Assessment; Rating Scales; Reinforcement; *Student Participation
IDENTIFIERS- *Scoring Rubrics

An approach to assessment is described that allows students to understand and help decide the criteria for good work. It is called "negotiable contracting." Negotiable contracting makes assessment a highly individualized process that recognizes the subtly different ways in which students master skills. Students and teachers jointly create a ratings chart called a rubric. The rubric specifically identifies and ranks the criteria for assessing students' performance. Inside the rubric the criteria

PUB TYPE- Books (010),Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
Classroom situations) (055),Reports - Evaluative/Feasibility
(142)
DESCRIPTORS- *Administrative Change; Administrative Organization;
Administrative Principles; Articulation (Education); *College
Credits; Educational Change; *Educational Innovation; Foreign
Countries; Higher Education; Instructional Program Divisions;
Learning Modules; Resistance to Change; Transfer Policy;
Transfer Programs
IDENTIFIERS- *United Kingdom

This book discusses organizational, management and professional dimensions of change as credit-based systems are introduced in higher education institutions in the United Kingdom. Credit-based systems are taken to mean the flexible academic structures based around the parallel but interrelated concepts of credit and modularity. They are being looked to as ways to increase flexibility, widen access, rationalize resources and stimulate and support major change in a time of declining investment in higher education and more diverse student bodies. For credit-based systems to make a difference, style of introduction, management values, professional leadership, and sophisticated understandings of learning processes are as important as the structures themselves. The potential exists for new forms of partnership whereby a concern with learning--in its full developmental sense--is placed at the heart of the system. The risks are already in evidence here. Students who merely accumulate credits, with little opportunity to integrate, reflect on and make sense of themselves and their learning across these different modules, are not being developed for a world that is complex and requires holistic and connected ways of thinking. The topics examined included: credit and alternative structures; institutional responses; impacts on managers, academic staff and students; quality control and accountability; and future developments. (Contains 21 references.) (BF)

ED 410 842 HE 030 416

Gmelch, Walter H.; Miskin, Val D.
Chairing an Academic Department. Survival Skills for Scholars, Volume 15.
PUB DATE- 95
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
Classroom situations) (055),Test, Questionnaires, Evaluation
Instruments (160)
DESCRIPTORS- Academic Achievement; Administration; *Administrator
Responsibility; Budgeting; *Department Heads; *Faculty
Development; Faculty Evaluation; Faculty Recruitment; *Higher
Education; Mentors; Motivation Techniques; Noninstructional
Responsibility; Planning; Professional Development;
Questionnaires; Resource Allocation; Scholarship

This book offers college department chairs guidelines for effectively fulfilling their roles as faculty developers, managers, leaders, and scholars. The results of several national surveys on chairs' duties and needs are summarized. Part 1 reviews the role of faculty developer. A practical se of procedures is given for recruiting faculty, bearing in mind

Americans. Each issue presents four feature articles, a policy update called "Outlook on Washington" and several opinion pieces. Feature articles address the following topics: political activism, racial harassment, the freshman year experience, the status of minorities 40 years after the Brown decision, Latino leaders, Hispanic education, Hispanic colleges, bilingualism, race-based scholarships, Black-Latino coalitions, affirmative action, recruitment/retention of minority students, the Latino immigrant, Latino political organization, Columbus Day controversy, Latino businesses, diversity education at the elementary level, racism and tenure denial, African influence in Latino culture, the Hispanic Association of Colleges and Universities, the Scholastic Assessment Test, gifted minorities, teaching values, Equity 2000, training multilingual journalists, ethnic studies, immigrants challenge bilingual education, the U.S. census, Hispanic women, the inclusive classroom, women in government, Hispanic-Serving institutions, Chicanos in Texas, Black women college presidents, stereotype anxiety, Hispanics at Black colleges, financial aid, the National Hispanic Scholarship Fund, Project 1000 and graduate education, defining minorities, community colleges, the National Internship program, Summit of the Americas, English as the nation's official language, top colleges and universities for Hispanics, California's cross-cultural centers, creative writing, radio for Hispanics, the Hispanic Business College Fund, cooperative education, access to computer technology, career networking for Hispanics, Hispanic and Deaf, multimedia and teaching of Spanish, Latino arts, the bilingual teacher, rising costs of community colleges, Puerto Rican studies, and athletics. (DB)

ED 410 859   HE 030 454

Bolt, John R.; Roberts, Keith J.
What Are Performance Indicators and Can They Be Used to Manage Colleges? A Comparative Study of Similar Colleges in the US and the UK. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Accrediting Agencies; Attendance; Budgeting; *College Administration; College Outcomes Assessment; Comparative Analysis; Competency Based Education; Educational Assessment; Foreign Countries; Graduation; Higher Education; Institutional Evaluation; *Outcomes of Education; Performance Factors; Politics of Education; *School Community Relationship; School Holding Power; School Support; *State Aid; Student Attrition; Vocational Education
IDENTIFIERS- *AIR Forum; Handsworth College (England); Milwaukee Area Technical College WI; *Performance Indicators; Value Added

This study examined two similar technical community colleges: the Handsworth College in Birmingham (England) and the Milwaukee Area Technical College (Wisconsin). The study compared how the colleges use performance measurement indicators and how effective the indicators are in providing "value added" to their respective communities. Both schools are located in industrial areas of large cities which have a substantial number of non-English-speaking minority group members, and both schools have large numbers of students studying across a wide

(Contains 28 references.) (JLS)

ED 410 877 HE 030 474

Zhao, Jisehn; Dean, Donald C.
Selecting Peer Institutions. A Hybrid Approach. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cluster Analysis; *Comparative Analysis; Compensation (Remuneration); *Higher Education; Institutional Characteristics; Institutional Research; Judgment Analysis Technique; *Peer Institutions; Private Colleges; Qualitative Research; Research Methodology; Statistical Analysis
IDENTIFIERS- *AIR Forum; *College of Saint Rose NY

This paper describes the methodology used by The College of St. Rose (New York) to identify peer institutions (similar small private liberal arts colleges) as part of a comparative compensation survey. To identify peer institutions, researchers used a hybrid approach involving both objective identification of institutions and administrator knowledge of similar institutions. Cluster analysis using 33 institutional descriptors and a 16-cluster solution was applied to schools listed in major compendia about higher education for an objective listing. Descriptors covered the categories of membership, size, quality, price, and finance. The resulting list was submitted to the College administration to ensure the list reflected the mission and objectives of the College. Limited resources, practical constraints and political realities of the institution were the motivating factors influencing this approach. The study resulted in the identification of 21 peer institutions in New York State. Institutional researchers are urged to carefully select institutional descriptors in such an effort, recognize the limited statistical techniques available for data analysis, and be sensitive to the political agendas of all parties involved. (Contains 15 references.) (DB)

ED 410 878 HE 030 475

Stanley, Elizabeth C.; Patrick, William J.
Teaching and Research Quality Indicators and the Shaping of Higher Education. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accreditation (Institutions); Cluster Analysis; College Outcomes Assessment; Comparative Education; Cross Cultural Studies; *Educational Quality; Financial Support; Foreign Countries; Government Role; Government School Relationship; *Higher Education; Institutional Evaluation; Qualitative Research; Research; Teacher Effectiveness

students appearing to use the public institutions as a system rather than as four separate entities. The study also found very little of the credit losses experienced by transfer students to be the result of poor articulation between the institutions, but rather due to reasons such as advising problems, poor communication between institutions, or student choice to improve performance records. (Contains 13 references.) (CH)

ED 410 896 HE 030 493

Krotseng, Marsha V.
Information That Matters to the Board: Solid Support for Sound Decisions. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; College Administration; Decision Making; *Governing Boards; Higher Education; *Information Sources; Information Utilization; *Institutional Administration; Institutional Research; Needs Assessment; *Policy Formation; Politics of Education; *Public Colleges; State Departments of Education; State Universities; Surveys; Trustees; Use Studies; World Wide Web
IDENTIFIERS- *AIR Forum; Southern Regional Education Board; West Virginia State Department of Education

This study sought to determine which sources of information were most often used by the West Virginia public higher education governing board, and to assess the sources' usefulness in examining major higher education policy issues. Data were based on a mailed survey that asked members of the Board of Directors of the West Virginia state college system to identify which of 25 external and internal sources of information they found most useful. Sources included campus catalogs, institutional audits and reports, a statewide higher education report card, state higher education publications, Southern Regional Education Board publications, and the World Wide Web. Of 12 voting board members, nine returned surveys. Analysis indicated that, on average, board members used 10.89 sources, with six, including the statewide higher education report card and special reports prepared by central staff, judged as the most useful internal sources. All board members also obtained information from external sources such as local newspapers and state legislators. Respondents were also asked to rank important policy issues. Of the 18 issues listed, presidential activities and evaluations, legal issues, and enrollment ranked as the most important. Five data tables are included. (CH)

ED 410 897 HE 030 494

Volkwein, James Fredericks; Malik, Shaukat M.; Napierski-Prancl, Michelle
Administrative Satisfaction and the Regulatory Climate at Public Institutions. AIR 1997 Annual Forum Paper.
SPONS. AGENCY- North East Association for Institutional Research.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).

discussed. (SWC)

ED 410 913 IR 018 475

Abraham, Solomon T.
The Mathematics and Computer Science Learning Center (MLC).
PUB DATE- 97
NOTE- 8p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Centers; Computer Networks; Computer Science Education; Computer Uses in Education; Curriculum Development; Faculty; Higher Education; Individualized Instruction; *Information Centers; *Learning Laboratories; *Mathematics Education; Microcomputers; Pacing; Program Evaluation; Students; Tutorial Programs
IDENTIFIERS- *North Carolina Central University

The Mathematics and Computer Science Learning Center (MLC) was established in the Department of Mathematics at North Carolina Central University during the fall semester of the 1982-83 academic year. The initial operations of the MLC were supported by grants to the University from the Burroughs-Wellcome Company and the Kenan Charitable Trust Fund. The Center houses a math library, tutorial lab, video lab, computer science lab, and a computer lab for Critical Foundations in Arts and Sciences (CFAS). All math and computer science students use and benefit from the Center. The MLC also helps faculty members develop special tutorial programs, implement the programs, and evaluate their effectiveness. Computers and/or audio visual equipment are used in developing, implementing, and evaluating the programs. Services provided by the MLC include: (1) developing and administering self-paced improvement programs (SIP) for students whose scores on diagnostic tests show deficiencies in mathematics; (2) providing tutorial services in mathematics and computer science courses at all levels; and (3) providing review sessions for all freshman mathematics courses. This paper highlights the self-paced improvement program, describing its development, implementation, and evaluation. (Author/SWC)

ED 410 914 IR 018 476

Anderson, Stephen T., Sr.
Multimedia for the Non-Computer Science Faculty Member.
PUB DATE- 97
NOTE- 7p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Oriented Programs; Computer Science Education; Computer Software Selection; *Computer System Design; Higher Education; Information Retrieval; Information Storage; Instructional Innovation; Mathematics Instruction; Microcomputers; *Multimedia Instruction; *Multimedia Materials; Technological Advancement

This paper describes a college math and computer science

(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *College Curriculum; College Graduates; *Computer Literacy; *Curriculum Development; Educational Development; Employment Opportunities; Futures (of Society); Higher Education; Programming; Skill Development; *Skills; *Technological Advancement

The dramatic changes that occurred in information technology in the 1990s have rendered the curricular offerings of many college and university information systems and computer science programs obselete. This paper identifies some of the most desirable skills in the current technology environment. By being astute innovators with college curricula, educators can ensure that graduates receive a quality education and also be competitive in the marketplace. A study by the Information Technology Association of America estimates that there are 190,000 vacant information technology jobs available. The most sought after technicians are programmers for products such as Germany's SAP or its United States rivals Oracle and PeopleSoft. Opportunities for conversion work for the year 2000 and beyond will be readily available. Another "hot area" is experience with a relational database and an emphasis on client/server programming; experience with more than one database will further ensure job opportunities. In addition to technical skills, interpersonal skills and "real-world" experience obtained through an internship or co-op program are important. After a brief description of the Duquesne University (Pennsylvania) Information Technology Program, a table of the Undergraduate Information Technology (IT) Prequisites and Sequencing and a chart of the Undergraduate IT Curriculum are presented. (Contains 20 references.) (AEF)

ED 410 934 IR 018 496

Riggsby, Dutchie
Supporting Student Teachers with Laptop Computers: A Project of the School of Education at Columbus State University.
PUB DATE- 97
NOTE- 5p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Higher Education; *Microcomputers; Preservice Teacher Education; *Resumes (Personal); *Student Developed Materials; *Student Teaching
IDENTIFIERS- *Laptop Computers

This paper describes a project at Columbus State University (Columbus, Georgia) to have students in the School of Education develop an electronic resume. A grant proposal was written which requested laptops for the development of electronic portfolios, and funding was received. Student participants were selected and were provided with Macintosh laptops. The rules for use of the laptop stress the responsibility of the student to take advantage of the portable nature of the machine and to provide security for the unit. The new user is provided with e-mail and Internet access in conjunction with a session on how to access the campus LAN system. As the participant was introduced to the classroom, in the course of student teaching, the importance of the variety of activities were stressed as

(055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Children; Computer Literacy; *Computer Mediated Communication; Computer Networks; Computer Software; Computer Uses in Education; *Educational Technology; Information Literacy; *Internet; Microcomputers; Navigation (Information Systems); Online Systems; Online Vendors; Parent Materials; *Parent Participation; Parents; Safety; World Wide Web
IDENTIFIERS- Computer Resources; Computer Use; Enjoyment

The Internet is a vast network of computers that connects people and information all over the world. Children often know far more about computers than their parents do. However, children need their parents' involvement, experience, and judgment, whether the children are experienced computer users or just getting started. This booklet provides parents with basic information about how to use the computer to find information and communicate with others. It describes what is needed to get started on the Internet and points to some of the many interesting, helpful, and fun resources available online for parents and children. The book discusses: benefits of getting on the Information Superhighway; computer hardware and software basics; choosing an Internet service provider or online service; basics for exploring the World Wide Web and communicating with others on the Internet; tips for safe Internet use--to ensure that children have safe, productive, and enjoyable experiences on the Internet; encouraging information literacy; supporting school use of technology; and sample Internet sites. A glossary of computer and Internet terms is provided. (SWC)

ED 410 953 IR 056 385

Book a Trip to the Stars: 1997 Joint Arizona-Kentucky Reading Program.
PUB DATE- 96
NOTE- 375p.; Funded by the Library Services and Construction Act. For the 1996 Arizona Reading Program, see ED 396 234.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Creative Activities; Elementary Secondary Education; Enrichment Activities; *Library Extension; Library Services; *Olympic Games; Parent Participation; Preschool Children; Preschool Education; Program Descriptions; Questionnaires; *Reading Games; *Reading Programs; *Summer Programs; Thematic Approach
IDENTIFIERS- *Arizona; *Kentucky

Intended to encourage children of all ages to read over the summer, this manual presents library-based programs, crafts, displays, and events with an Olympic theme. Based on responses to earlier Arizona Reading Programs, this manual includes more preschool materials, age-range suggestions on crafts and programs, and more glossy clip art than earlier manuals. The chapters of the manual are: Introductory Materials; Goals, Objectives and Evaluation; Getting Started; Common Program Structures; Planning Timeline; Publicity and Promotion; Awards and Incentives; Parents/Family Involvement; Programs for Preschoolers; Programs for School Age Children; Programs for Young Adults; Special Needs; and Resources. A master copy of a reading log and evaluation instruments are included. Several chapters, as indicated in this manual, will not be reprinted publishing in library literature usually focuses upon methodology rather than objectives, goals, management, or academic value, the design of the survey was intended to prompt respondents to gain new perspectives when working with displays and exhibits. In April 1996, surveys were sent to 260 college and university libraries; the response rate was 80% (n=209). A comprehensive analysis of survey results is followed by sample library documents in the following categories: policies and procedures; position descriptions; annual reports; request forms; evaluation/comment forms; challenged library materials and disclaimer forms; insurance forms; loan agreement forms; planning forms; calendars and schedules; brochures and flyers; newsletters; announcements and invitations; posters; booklets; bibliographies; and miscellany. (Contains 27 references.) (SWC)

ED 410 973 IR 056 471

Livingston, Lynn W., Ed.; Bahr, Alice Harrison, Comp.; McLane, Michael J., Comp.
InPrint Publishing Opportunities for College Librarians.
PUB DATE- 97
NOTE- 107p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Libraries; Authors; Book Reviews; Faculty Publishing; Higher Education; *Journal Articles; *Librarians; *Periodicals; Printed Materials; Publishing Industry; Student Publications; Surveys; *Writing for Publication

Directed specifically to the needs of college librarians, this book addresses publishing opportunities for aspiring writers at all levels, from graduate students and entry-level staff to experienced directors and researchers. It includes journals that cover areas of concern in small academic libraries as well as those focused on issues at larger colleges, and publications that seek "chatty" and/or practical pieces as well as those interested in reporting formal studies and the results of research projects. The book identifies publishing opportunities in library and information science literature, as well as publishing opportunities in higher education, computer technology and other related areas. Entries for each publication include a description of the editorial policy, topics covered, style, audience, and contact information. Lists show journal acceptance rates, refereed journals, refereed journals by acceptance rates, and special publishing opportunities in columns and book reviews. Appended are the publication survey form, list of journals surveyed, a statement of the research agenda for college librarianship, and a description of the ACRL Research Committee Mentoring Project. (Contains 14 references.) (Author/SWC)

ED 410 974 IR 056 472

Thompson, Ellen; Medina, John; Kroe, Elaine
State Library Agencies, Fiscal Year 1995. E.D. Tabs.
PUB DATE- 97
NOTE- 311p.; For fiscal year 1994 report, see ED 396 762.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation

and (4) telecourses should not be broadcast into day section classrooms, especially when unsuspecting students anticipate traditional lecture classes. (TGI)

ED 410 993 JC 970 439

Browne, Joseph, Ed.
The AMATYC Review, Volume 18, Numbers 1-2, Fall 1996-Spring 1997.
PUB DATE- 97
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; *College Mathematics; Community Colleges; Faculty Development; *Mathematical Applications; Mathematical Concepts; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Problem Solving; Two Year Colleges

Designed as an avenue of communication for mathematics educators concerned with the views, ideas, and experiences of two-year college students and teachers, this journal contains articles on mathematics exposition and education and regular features presenting book and software reviews, classroom activities, instructor experiences, and math problems. The first of two issues of volume 18 includes the following major articles: "When a Critical Point Is Not an Extremum" (Terry R. Tiballi); "A Variation of a Problem from Calculus of Two Intersecting Right Cylinders" (Leonard Casciotti and Donald Beken); "An Extension of Synthetic Division" (William Donnell); "The Sine Function CAN Have Values Larger Than One" (Paul Murrin); "Evaluation of a Gap Series" (Russell Euler); "Increasing or Decreasing?" (Jay M. Jahangiri and Herb Silverman); "A Journey with Self-Assessment as a Compass" (Agnes Azzolino); and "Spreadsheets in a Differential Equations Course?" (Richard F. Maruszewski). The second issue of the volume contains the following major articles: "Can You Recognize a Textbook that Supports the AMATYC Standards?" (Jack Rotman and Brian Smith); "A Classification System for Primitive Pythagorean Triples" (Neil Basescu); "Identifying Degenerate Conic Sections" (David E. Dobbs and John C. Peterson); "Summation of Arithmetic Sequences of Higher Degree" (Ayoub B. Ayoub); "An Unexpected Proof of an Unexpected Occurrence of e" (Sid Koplas and Steve Marsden); "Another Rotation of Axes" (Richard Quint); "An Alternate to Cantor's List" (Sandy Coleman); and "Responses to Teacher Feedback on Errors Differ by Age and Gender" (Sandra P. Clarkson and Wm. H. Williams). (TGI)

ED 410 994 JC 970 440

Norris, Donald M.; Poulton, Susan E.
Creating a Knowledge Age Vision for Your Community College.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *College Planning; *Community Colleges; Educational Finance; Educational Innovation; *Futures (Of Society); *Long Range Planning; Organizational Development;

application form; and a model action plan for following up on colloquia. (HAA)

ED 411 012 JC 970 486

Good Practice for the Implementation of Prerequisites. Adopted Spring 1997.
PUB DATE- 97
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Curriculum; Community Colleges; *Curriculum Development; Educational Policy; *Educational Strategies; *Prerequisites; *Program Implementation; State Standards; Two Year Colleges
IDENTIFIERS- California Community Colleges

Focusing on the appropriate use of prerequisite courses, this document discusses good practices for implementing prerequisites as developed by the Academic Senate of the California Community Colleges. The first section provides an introduction to the use of prerequisites, discussing the need to balance student access and success, as well as state and local control. The second section describes the basic content review process for preparing student advisories for recommended preparation, while the third discusses levels of scrutiny for establishing prerequisites for transferable courses, courses in sequences, and out-of-sequence communication or computer skills. This section also describes the three levels of scrutiny used: basic content review, documented content review, and data collection and analysis. The next sections discuss the steps required to use an assessment processes for placement, the determination of corequisites, and the establishment of health and safety prerequisites. Next, methods for establishing program prerequisites and limitations on enrollment are reviewed, highlighting cases for limiting enrollment, such as performance courses, honors programs, and block enrollment. Strategies are then listed for enforcing prerequisites, including on-line computer checks, batch runs with involuntary drops, and roster checks, and procedures for dealing with student challenges are discussed. Finally, implementation strategies are provided for reviewing prerequisites and procedures for ensuring that teachers follow course outlines are described. An appendix provides 55 questions from the field regarding the implementation of prerequisites with answers developed by the Academic Senate. (HAA)

ED 411 013 JC 970 487

Toward Accurate Student Performance Evaluation: Symbol for Unofficial Withdrawal. Adopted Spring 1997.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Community Colleges; Educational Change; *Educational Policy; Grade Point Average;

indicating that the college's Plan for Institutional Effectiveness (PIE) team has implemented a set of core indicators of effectiveness and begun development of related college goals; (2) definitions of and guiding principles related to institutional effectiveness; (3) a description of EMCC's model of institutional effectiveness, indicating that it focuses on career preparation, transfer preparation, developmental education, general education, customized education, and community development; (4) a review of the links between the PIE model and EMCC's strategic and student academic achievement plans; (5) a list of core indicators of effectiveness developed around eight college purposes; (6) plans for continuous improvement and for communicating core indicators to internal and external stakeholders; (7) a list of challenges that must be addressed to continue implementing the plan; and (8) a timetable for implementation. Appendixes provide EMCC's mission and purpose statements, PIE team members and roles, definitions of indicators of effectiveness and measures, lists of institutional effectiveness stakeholders and category leaders, a description of the process used to identify core indicators and measures, EMCC's core indicators and measures, and the PIE continuous improvement plan template. (TGI)

ED 411 031 JC 970 505

Tsarides, Paula, Comp.
Human Services Program Field Placement Manual.
PUB DATE- 97
NOTE- 31p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Community Colleges; Course Objectives; *Degree Requirements; *Experiential Learning; *Field Experience Programs; *Human Services; Internship Programs; Program Content; *Social Services; Student Responsibility; Two Year Colleges
IDENTIFIERS- Hudson County Community College NJ

Intended as a reference for students, faculty, and field placement supervisors at New Jersey's Hudson County Community College, this manual identifies explicit responsibilities and presents guidelines for field placements. After an introduction to the general principles of service learning, the following materials are provided: (1) descriptions of the two sequential field placement courses required for the college's Associate of Applied Science (AAS) degree in human services; (2) a statement of purpose and program requirements for the AAS in human services; (3) the philosophy and goals of the human services profession and program; (4) a job outlook for human service generalists; (5) course outlines for the two field placement courses; (6) criteria for approving field placements; (7) information on matching students with agencies and the responsibilities of students and supervisors; (8) requirements for the field placement courses' weekly seminar and grading values; (9) a student evaluation form for placement supervisors; and (10) a brief discussion of leading organizations in the human service field. Contains 18 references. A list of approved field placements and sample forms are attached, including a letter of introduction to participating agencies, a student information form, the agency

Approach; Interprofessional Relationship; Needs Assessment; Preschool Education; Program Development; Program Evaluation; Teamwork; Young Children
IDENTIFIERS- Hawaii

Hawaii's Health and Education Collaboration Project (HEC) is intended to develop a personnel preparation model that promotes working relationships among trained collaborative providers and keeps families pivotal to the process. This monograph reports on the progress of this family-professional partnership initiative. Following the preface, the first section defines family-centered interprofessional collaboration as diverse health, educational, and social services practitioners working together to improve community-based services for young children and their families. The next section outlines seven principles of this collaboration, several include: recognizing and respecting the knowledge, skills, and experience that families and professionals from all disciplines bring to the relationship; recognizing that negotiation is essential in a collaborative relationship; and bringing to collaborative relationships the mutual commitments of families, professionals, and communities to meet the needs of children and their families. The third section of the monograph details the Health and Education Collaboration Project and the project's primary training and development site, the community-based Healthy and Ready to Learn Center (HRTL) which provides direct services to families with children (prenatal to age 5) who are at environmental risk. The fourth section describes the project's 2-year implementation. The fifth section details the developmental stages of the project and lessons learned: Stage 1--Building a Shared Vision; Stage 2--Staff Development; Stage 3--Training; Stage 4--Evaluation, Feedback, and Refinement; and Stage 5--Dissemination. Seven practice examples included from the HRTL staff reflect the meaning of the principles of family-centered interprofessional collaboration. Following a summary, three appendices outline other demonstration projects funded by the U.S. Maternal and Child Health Bureau, list the members of the National Commission on Leadership in Interprofessional Education (NCLIE), and list HEC Project Advisory Committee Members. Contains 12 references. (SM)

ED 411 048 PS 025 659

Booth, Alan, Ed.; Dunn, Judith F., Ed.
Family-School Links: How Do They Affect Educational Outcomes?
PUB DATE- 96
NOTE- 300p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; Educational Benefits; Elementary Secondary Education; Family Involvement; *Family Role; *Family School Relationship; *Outcomes of Education; Parent Child Relationship; Parent Influence; *Parent Participation; *Parent Role; *Parent School Relationship; Parents; Partnerships in Education; School Involvement; School Role; Student School Relationship
IDENTIFIERS- *Family Research

This book explores issues related to the links between families and schools and how they affect children's educational achievement, and is organized as follows: Part 1, titled

DESCRIPTORS- Aggression; *Behavior Change; *Behavior Problems; Classroom Environment; Conflict; *Conflict Resolution; Discipline Problems; Intermediate Grades; Interpersonal Communication; *Interpersonal Competence; *Middle Schools; Problem Children; *Problem Solving; Social Behavior; Social Development; Student Behavior; Student Problems; Violence; Youth Problems

IDENTIFIERS- Behavior Management; Illinois; Middle School Students; Social Conflict; *Social Problem Solving

This research project implemented and evaluated a program in interpersonal skill development designed to increase the use of applied social skills at a middle school located in northeast Illinois. Evidence of inappropriate interpersonal skills was gathered by using observation checklists, teacher and student surveys, and discipline referrals. Analysis of probable causes revealed that students may exhibit inappropriate skills in the classroom setting because of an increase in single parent families, increased TV viewing, and dual-income families. A review of solution strategies suggested by knowledgeable experts, combined with analysis of the problem setting, resulted in three major areas of intervention: strategies to improve conflict resolution skills, positive self-esteem, and problem solving skills. The post-intervention data indicated that students exhibited an increase in their ability to recognize and resolve conflict and were able to communicate more effectively with both their peers and teachers. The data also indicated that the students exhibited higher self-esteem. Subsequently, the project recommended that students be tracked for a minimum of 2 years in order to establish a solid baseline and allow further documentation of behavior; teachers should allow many opportunities to develop positive self-esteem, practice conflict resolution skills, and use good communication skills; and that teachers need to play an active role in providing opportunities for success in each of these areas. Appendixes include the survey instruments, behavior checklist, and three lesson plans. (Author/SD)

ED 411 066   PS 025 717

Weldin, Donna J.; Tumarkin, Sandra R.

Parent Involvement: More Power in the Portfolio Process.

PUB DATE- 97

NOTE- 15p.; Paper presented at the Annual Conference and Exhibit of the Association for Supervision and Curriculum Development (Baltimore, MD, March 22-25, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Academic Records; Achievement Rating; Early Childhood Education; Educational Assessment; Elementary Education; Evaluation Methods; Family Involvement; Nongraded Student Evaluation; *Parent Participation; *Parent Role; *Parent School Relationship; Partnerships in Education; *Portfolio Assessment; Portfolios (Background Materials); Self Evaluation (Individuals); *Student Evaluation

IDENTIFIERS- Maryland; *Parent Commitment

Educational Assessment is at the cornerstone of education in the 1990s. Advocates for alternative assessment believe that the new tasks should be redesigned to more closely resemble real learning tasks. Portfolio assessment encourages an integration between assessment and instruction and results in several positive educational outcomes. Portfolios represent students'

students. Students' inappropriate behavior, such as talking back, not preparing for class or not participating in class, or making inappropriate physical contact, was documented through teacher observations, office discipline referrals, and student surveys. The intervention components were: (1) cooperative learning activities; (2) a community/school service project incorporating cooperative skills; and (3) a conflict resolution program. Students were assigned to culturally diverse, mixed-ability groups of three to five students for cooperative learning activities. Classroom teachers instructed the cooperative learning groups in establishing eye contact, sharing materials, using appropriate manners, using communication and cooperative team skills, listening attentively, and making appropriate responses. Formal instruction took place once to three times per week through individual, small-group, or whole-class instruction. Teaching techniques included T-charts, modeling, role play, cause and effect charts, and problem-solving activities. A variety of community and school service projects such as recycling, grounds keeping, and canned food drives were carried out in groups of two to five students. Conflict resolution skills were taught for four to five periods each week. Data were collected through observation checklists, teacher journals, office referrals, and student surveys. Post-intervention data indicated a marked improvement in interpersonal behaviors, an increase in appropriate social skills, and fewer discipline problems in the classroom. (Appended are data forms and classroom materials. Contains 44 references.) (KB)

ED 411 084 PS 025 778

Lane, Charlotte; Marquardt, Jeff; Meyer, Mary Ann; Murray, Wren
Addressing the Lack of Motivation in the Middle School Setting.
PUB DATE- 97
NOTE- 157p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Academic Achievement; Cooperative Learning; Experiential Learning; *Goal Orientation; Junior High School Students; Junior High Schools; Learning Activities; *Middle Schools; Portfolio Assessment; Program Descriptions; Program Effectiveness; Relevance (Education); Self Evaluation (Individuals); *Student Motivation; Work Ethic
IDENTIFIERS- Goal Setting; *Middle School Students; Multiple Intelligences

This action research project implemented and evaluated a method to improve student motivation and academic achievement. The targeted population consisted of seventh and eighth graders from a middle school in a small midwestern community. Motivational problems were documented by means of academic grades, homework contract referrals to the administration, student and parent surveys, and teacher observation. The intervention was comprised of: (1) improving content relevance in seventh grade math, language arts, and science classes and in eighth grade algebra classes by using the theory of multiple intelligences to develop learning activities incorporated 2 to 3 times per week; and (2) teaching goal-setting processes through 2 hours of direct instruction during advisor/advisee sessions for seventh graders and during algebra class for eighth graders. Students set academic goals and evaluated their progress toward their goals. Post-intervention data gathered through parent and student surveys, student interviews,

Garbarino, James; Kostelny, Kathleen; Dubrow, Nancy
No Place To Be a Child: Growing Up in a War Zone.
PUB DATE- 91
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; Child Behavior; Child Development; Child Health; Child Neglect; Child Psychology; Childhood Needs; *Children; *Coping; *Emotional Response; Foreign Countries; Ghettos; Inner City; Parent Child Relationship; Poverty; *Resilience (Personality); Slum Environment; Stress Variables; Victims of Crime; *Violence; *War; World Problems
IDENTIFIERS- Cambodia; Gaza Strip; Illinois (Chicago); Intifada; Mozambique; Nicaragua; Palestine; West Bank; *Witnesses to Violence

War and violence are part of day-to-day life for many of the world's children. This book explores the lives of the children of Cambodia, Mozambique, Nicaragua, the West Bank and Gaza Strip, and inner-city Chicago. Through research on the psychological and developmental effects of trauma in early life and interviews with children in war zones around the world, the book examines how children cope with war and violence. Noting that while most children can cope with horrible experiences and high levels of stress if they have a secure relationship with parents or effective substitutes, the book points out that they may face lifelong challenges to their mental health, to their physical well-being, and to their moral development. The book's chapters are: (1) "Children and War"; (2) "At What Cost?"; (3) "Cambodian Survivors: Hell Is a Time and Place"; (4) "Mozambique's Children: Dying Is the Easy Part"; (5) "Nicaragua in Conflict: The Politics of Suffering"; (6) "Palestinians in Revolt: Children of the 'Intifada'"; (7) "Chicago: The War Close to Home"; and (8) "Making a Place for Children Who Have No Place To Be a Child." Contains 109 references. (LPP)

ED 411 102 RC 020 364

Porter, Maureen K.
In the Best Interest of the Children: Community Engagement with Education in Appalachian Kentucky.
PUB DATE- 95
NOTE- 23p.; Presented at the Annual Conference of the National Rural Education Association (Salt Lake City, UT, October 1995). For related dissertation, see ED 408 121.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alienation; Community Control; *Community Involvement; *Educational Change; Empowerment; High Schools; Poverty Areas; Power Structure; *Resistance to Change; *Rural Schools; Rural Sociology; *School Community Relationship; School Districts
IDENTIFIERS- Appalachia; *Appalachian Culture; Kentucky (East); *Kentucky Education Reform Act 1990

The systemic reform exemplified by the Kentucky Education Reform Act of 1990 (KERA) requires the coupling of top-down state mandates with bottom-up advocacy and leadership. This research on an Eastern Kentucky school district details the dynamics at the district's main high school, as people struggle to build responsibilities are shared across the whole staff in the form of administrative teams--pairs of teachers responsible for handling such matters as budget and finance, board and community relations, curriculum and instruction, staff evaluation, and staff hiring. In interviews, board members commented that a traditional principal would have inhibited or prevented this change. Although research regarding shared decision making and the role of teachers as leaders is not promising, this school has experienced success with the changes it has made. Most teachers have had little preparation in school governance. Until leadership skills and competencies are addressed in teacher education programs, attempts to improve schools through changes in governance structures will continue to have little effect. Contains 26 references. (LP)

ED 411 118 RC 021 135

Levin, Marjorie; Gamse, Beth; Swartz, Janet; Tao, Fumiyo; Tarr, Hope
National Evaluation of the Even Start Family Literacy Program: Report on Migrant Even Start Projects.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 97
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Delivery Systems; English (Second Language); *Family English Literacy; Family Programs; High School Equivalency Programs; Migrant Adult Education; *Migrant Education; *Migrant Programs; Parent Education; Parents As Teachers; Participant Characteristics; Preschool Education; *Program Evaluation
IDENTIFIERS- *Even Start

In fall 1994, 14 state Migrant Education Programs were receiving direct federal grants to administer Migrant Even Start projects. These projects provide migrant families with an integrated program of early childhood education, adult education, and parenting education. As part of the national evaluation of the Even Start Family Literacy Program, this report describes three Migrant Even Start projects, their evaluation activities and concerns, and the special challenges that they face. The projects are located in Yuma, Arizona; Gettysburg, Pennsylvania; and Berlin and Cambria, Wisconsin. Project descriptions cover program structure and administration, characteristics of the community served, family recruitment, content and delivery of Even Start services, staff, coordination of service components, participation and followup strategies, evaluation and the Even Start Information System (ESIS), and conclusions. Major challenges confronting Migrant Even Start projects include hiring qualified staff who are bilingual, bicultural, and knowledgeable about the migrant lifestyle; adapting service delivery to family schedules; collaborating with other community migrant services; providing continuity of services between sites; providing support services; dealing with migrant families' isolation in the community; and finding quality materials written in Spanish. In comparison to Even Start projects nationally, Migrant Even Start projects are unique in participant characteristics, families' strong commitment to the project, strong staff commitment and responsiveness, scheduling of services, and staffing patterns. Recommendations include increasing interproject collaboration and technical assistance. Contains

Mathematization in Problem Solving Within a Computer Environment: A Functional Approach" (C. Kieran, A. Boileau, & M. Garansson); "Abstract Impressionist Algebra" (D. Kirshner); "Canceling Cancellation: The Role of Worked-out Examples in Unlearning a Procedural Error" (M.S. Smith & E. Silver); "Methodological Elements for the Reconstruction of an Analysis Didactics: The Case Study of Convergence" (R.M. Farfan); "Concept Image in Its Origins with Particular Reference to Taylor's Series" (R.C. Uriza); "About the Heritage in Calculus Textbooks: A Definition of Integral or the Fundamental Theorem of Calculus" (F.C. Osorio); "Software Design for Learning Mathematics" (I. Harel); "Proportional Reasoning Strategies: Results of a Teaching Experiment Using Concrete Representations" (M. Maxwell, C. Luke, J. Poholsky, L. Pattison-Gordon, S. Turner, & J. Kaput); "The Computer as an Aid to Formalizing Arithmetic Generalizations" (D.M. Peck); "The Kindergartners' Procedural Understanding of Number: An International Study" (J.C. Bergeron & N. Herscovics); "Effects of Instruction On Number Magnitude" (J. Sowder & Z. Markovits); "First Graders' Understanding of the Pre-Concepts of Number" (A. Bergeron); "The Role of Spatial Patterns in Number Development" (G.H. Wheatley & J.J. Lo); "Symbolic Representation of Addition and Subtraction Word Problems: Number Sentence Errors" (H.C. Bebout & J. Ishida); "Case Studies of Children's Understanding of the Concept of Length and Its Measure" (B. Heraud); "Relationship between Spatial Ability and Mathematics Knowledge" (D. Brown & G. Wheatley); "Reflection, Point Symmetry, and LOGO" (E. Gallou-Dumiel); "Story Editing and Diagnosis of Geometry Understanding" (G.W. Bright); "The van Hiele Model of Geometric Understanding and Geometric Misconceptions in Gifted Sixth Through Eighth Graders" (M.M. Mason); "The Understanding of Transformation Geometry Concepts of Secondary School Students in Singapore" (Y.P. Soon & J. Flake); "Proportional Reasoning in Young Adolescents: An Analysis of Strategies" (S. Larson, M. Behr, G. Harel, T. Post, & R. Lesh); "Young Children's Theorems-in-action on Multiplicative Word Problems" (V.L. Kouba); "Student Use of Rational Number Reasoning in Area Comparison Tasks" (B.E. Armstrong); "Multiplicative Word Problems - Recent Developments" (A. Bell); "Children's Perceptions of Multiplications Across Pictorial Models" (C.B. Beattys); "Preservice Elementary Teachers' Understanding of Proportional Reasoning Missin

ED 411 133 SE 057 134

Maher, Carolyn A., Ed.; Goldin, Gerald A., Ed.; Davis, Robert B., Ed.

Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (11th, New Brunswick, New Jersey, September 20-23, 1989), Volume 2: Plenary Lectures and Symposia.

PUB DATE- 89

NOTE- 214p.; For volume 1 (research reports), see SE 057 133.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Education

This document reports on the 11th annual conference of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA). Plenary and response lectures and speakers include: "The Description and Analysis of children's learning in a second grade mathematics classroom over the course of a school year. The interrelated aspects of the processes by which children learn mathematics with meaning are illustrated here. The investigation was expanded to include a sociological analysis in an attempt to understand the relation between individual mathematical constructions and classroom social interactions. Data include clinical interviews of individual children's mathematical constructions and video recordings of classroom lessons. Microanalyses of specific episodes from the classroom are included in order to illustrate the theoretical constructs that evolved over the course of the investigation. The material is organized in three parts that relate to multiple perspectives of learning mathematics; culture, community, and the meaning of mathematics; and commentary on issues and reform in mathematics education. Contains 164 references. (DDR)

ED 411 147 SE 060 509

Mendez, Edith Prentice
Fostering a Community of Mathematics Learners as Teachers.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.; WestEd, San Francisco, CA.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; *Constructivism (Learning); Discourse Analysis; Educational Strategies; Grade 8; *Grouping (Instructional Purposes); Junior High Schools; Learning Strategies; *Mathematics Education; Mathematics Instruction; *Standards
IDENTIFIERS- National Council of Teachers of Mathematics

This paper defines what it means to be a community of learners in mathematics and examines this concept in light of the National Council of Teachers of Mathematics (NCTM) standards. Robust sharing of mathematics, which is a way of analyzing student mathematical sharing in a community of learners, is presented here. Robust sharing of mathematics is defined along with analyses of episodes of this type of sharing among eighth grade students within a standards-based community of learners. Sources of data include videotaped observations of the classroom and audio taped discussions among the researchers and the teacher researcher. Results indicate that the concept of robust sharing of mathematics is a useful way in which to analyze student talk about mathematics. Future research questions are suggested by this work and pertain to: (1) the contributions the teacher makes to the robust learning of mathematics; (2) effective questioning strategies; (3) the range of roles that the students can take; (4) the role of curriculum in the robust learning of mathematics; and (5) the differences in the learning of active sharers and non-sharers. Contains 23 references. (DDR)

ED 411 148 SE 060 511

Stratford, Steven J.; Krajeik, Joseph; Soloway, Elliot
Secondary Students' Dynamic Modeling Processes: Analyzing, Reasoning About, Synthesizing, and Testing Models of Stream Ecosystems.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual Meeting of the American

PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Citizenship; *Citizenship Education; Civics; Curriculum Development; *Democracy; Democratic Values; Educational Change; Foreign Countries; Freedom; Higher Education; Secondary Education
IDENTIFIERS- Democracy Advancement Center (Latvia); ERIC Digests; *Latvia

In May 1990, the Republic of Latvia declared the restoration of its independence from the Soviet Union. After that declaration, many Latvians began to reform their schools' curricula and teaching methods. They replaced Soviet-era citizenship courses with new teaching materials and methods appropriate for educating the young citizens of a constitutional democracy. The Democracy Advancement Center (DAC) in Riga, Latvia, founded by Rusins Albertins of the United States, is just one of many civic education projects to emerge in the rush to reform Latvian education. Since 1993, the DAC has designed and developed materials for a new course in civic education at the upper-primary levels of school--the eighth and ninth grades. The DAC staff has been active in promoting civic education in the lower-primary grades as well. Course content stresses interaction between citizens and their constitutional government. Teaching methods emphasize active learning instead of passive reception of information. Teacher training for civic education is another critical component of the DAC's mission, and they have conducted numerous workshops and seminars for teachers in schools in Latvia since 1994. The DAC's relationships with colleagues in other countries--the United States, Poland, Estonia, the United Kingdom, Lithuania, The Netherlands, and Russia--have been crucial to its success. Present and future challenges for the DAC include further promotion and development throughout Latvian Society of knowledge, skills, and attitudes necessary for effective and responsible citizenship in the constitutional democracy of the Republic of Latvia. Contains 12 references. (LAP)

ED 411 173 SO 027 129

Miles, Julie A.
The 1996 Hunger Cleanup Manual.
PUB DATE- 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; *Citizenship; Community Services; Economically Disadvantaged; Higher Education; *Homeless People; *Hunger; *Poverty; *School Community Relationship; Service Learning

This manual provides basic information to help organize a "Hunger Cleanup." Written for the 1996 campaign, the publication contains an overall organizing plan, descriptions and responsibilities of different committees, a sample time line, general advice from previous "Hunger Cleanup" organizers, and appendices which can be reproduced or used as a model for other

School?" (Jorge Frascara); (5) "How do Graphic Design Programs Differ?"; (6) "How to Select a Design School" (Robert O. Swinehart); (7) "How Do You Find Your First Job?"; (8) "Graphic Designers at Work"; and (9) "What is the Future of Graphic Design?" Appendices include a list of American Institute of Graphic Arts (AIGA) Chapters and Design Organization, A Directory of Design Publications, and Four-year Educational Institutions Offering Graphic Arts Programs. (MM)

ED 411 195 SO 028 618

Peterson, Elizabeth
The Changing Faces of Tradition: A Report on the Folk and Traditional Arts in the United States. Research Division Report 38.
PUB DATE- 96
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art; Art Education; *Artists; *Community; Community Resources; Craft Workers; Cultural Activities; Cultural Education; Cultural Maintenance; Design Crafts; Financial Support; *Folk Culture; Handicrafts; Multicultural Education; Social Science Research
IDENTIFIERS- Arts Organizations; Arts Participation; *Folk Art

Most folk art activity occurs outside institutional settings, and while some of it intersects with commerce and popular culture, other portions find nurture from public and private funding. This study sketches the breadth and depth of folk and traditional arts activity in the United States. The inquiry combines field-based or case study methodologies and quantitative research. A small number of organizations, individuals, and activities were selected as case studies to provide in-depth examination of common issues, obstacles and useful strategies for action. Through these examples the report explores ways in which individuals, events, and organizations function in relationship to communities and traditions. Statistical information gives an idea of the involvement and interest in disparate areas of traditional culture and among various communities. The results of this study suggest that involvement and interest in folk arts and folk culture is significant and pervasive. Diversity of organizational involvement and type of activity is a characteristic feature of folk arts and culture. The guiding principles of the study include the understanding that all folk artists are local and that folk arts provide a sense of community. The findings suggest several challenges: to respect cultural differences and encourage understandings among diverse groups; to consider the ways to make broader recognition and participation possible; to develop more inclusive definitions of what constitutes "art," what constitutes "arts" organizations, and more holistic and flexible approaches to efforts involving cultural presentation and conservation. (MM)

ED 411 196 SO 028 628

DeSiano, Michael; DeSiano, Salvatore
Thinking, Creativity, and Artificial Intelligence.
PUB DATE- 95
NOTE- 21p.; Paper presented at the Annual Meeting of the Art Educators of New Jersey (New Jersey, 1995) and at the Annual Meeting of the New York City Art Teachers Association (New York, NY, 1995).

profiles describing how the concepts promoted in the book have been implemented in a variety of schools, communities, and successful programs; and a resource list of organizations, publications, and other contacts. A glossary and a list of electronic resources are included. (ND)

ED 411 214 SP 037 504

A Second-Grade Math Lesson with Victoria L. Bill. School Development Library.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 49p.; Accompanying video not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Techniques; *Elementary School Mathematics; Elementary School Teachers; Grade 2; Group Activities; *Mathematics Instruction; Primary Education; *Problem Solving; Study Guides; Teacher Effectiveness; Teaching Methods; Teaching Styles; *Videotape Recordings

This booklet is designed to be used with a video of the classroom of second-grade teacher Victoria Bill. The 40-minute video shows the teacher using a variety of manipulations, facilitating both large- and small-group discussions, and applying a problem-solving approach to math. The text in the booklet is based on spoken comments made by observers as they watched the videotape, and provides added insight into the instructional methods used in the class. The video and the accompanying booklet are divided into 16 events, each representing a change in the activities in the classroom. The discussion of each event begins with an assessment and overall description of the event, followed by discussions of classroom management, problem solving, and teaching strategies used in each example. (ND)

ED 411 215 SP 037 505

Stronge, James, Ed.
Evaluating Teaching: A Guide to Current Thinking and Best Practice.
PUB DATE- 97
NOTE- 329p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Observation Techniques; Elementary Secondary Education; *Evaluation Methods; Faculty Development; *Instructional Effectiveness; Legal Responsibility; Program Development; Program Implementation; Standards; *Teacher Effectiveness; *Teacher Evaluation; Teacher Qualifications; Teachers; Theory Practice Relationship

This guide presents current research and thinking about teacher evaluation and combines that research with practice. Chapters contain illustrations and examples to make a research-practice connection and present a comprehensive approach to designing, implementing, and monitoring quality teacher-evaluation systems. Chapters include: (1) "Improving Schools through

DESCRIPTORS- Collegiality; Confidentiality; Conflict of Interest; Educational Environment; Elementary Secondary Education; *Ethics; *Interprofessional Relationship; Role Models; Social Systems; *Social Values; *Teacher Attitudes; *Teacher Behavior; Teacher Competencies; Teacher Role; *Teacher Student Relationship; Teachers; Teaching Conditions

In this study, from a list of ethical "do's" and "don't's" for teachers, four categories of ethical issues emerged: competence, professional relationships, confidentiality, and conflicts of interest. Competence embodies both negative and positive aspects, as teachers not only must refrain from doing the wrong thing but also must work to enhance the level of effectiveness in their own teaching and in the profession. In the professional relationships category, courtesy is basic. It is grounded in an attitude of respect and patience with co-workers, school administrators, students, and parents. But, while the reverse of courtesy is being overly critical of others in the school setting, teachers must still be able to offer constructive criticism to school administrators and other teachers. Dilemmas of confidentiality should be solved by considering the surrounding facts, common sense approaches, and the actions that would be in the best interest of all parties involved. Finally, while avoiding even the appearance of an activity that might lead to a misunderstanding of what is proper may not always be possible, it is a goal that will relieve conflicts of interest in most professional situations. (Contains 12 references.) (ND)

ED 411 235 SP 037 526

Thompson, Janice P.
Integrating the Mentorship Factor into the Clinical Supervision Model.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; *Clinical Supervision (of Teachers); Cooperating Teachers; Elementary Secondary Education; Graduate Study; Higher Education; *Mentors; Preservice Teacher Education; Reflective Teaching; *Student Teacher Supervisors; Student Teachers; *Student Teaching; Teacher Effectiveness; Teacher Improvement; *Teacher Interns
IDENTIFIERS- Chicago Public Schools IL; *Teachers for Chicago IL

Clinical supervision is an ongoing series of professional development cycles through which preservice and beginning teachers move from being apprentices at induction and probationary levels to being members of peer evaluation teams and self-reflective practitioners. Development of collaboration between field experience offices and local school districts might result in use of student interns as substitute teachers. The Teachers for Chicago consortium offers an example of successful integration of mentorship into the clinical supervision model. This graduate level teacher preparation program combines refined selection processes, rigorous academic training, an extended internship, mentored support, and employment initiatives. Its goal is to maintain a pool of effective teachers for the Chicago school system. Participants

PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997) and the International Conference on Family Violence (4th, Durham, NH, July 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Beliefs; *College Students; *Crime; Factor Structure; Higher Education; Interpersonal Relationship; Participation; Psychometrics; *Social Integration; Social Networks; Test Construction; Test Format; Test Reliability; *Test Use; Test Validity
IDENTIFIERS- Commitment; *Control (Social Behavior); Spouse Abuse

The Social Integration Scale (SIS) is intended to facilitate empirical research on the applicability of control theory to many types of adult crime, including "street crime," white collar crime, and physical assaults on spouses. There are five subscales: (1) belief (belief in law and social control); (2) commitment (psychological investment in conventional behavior); (3) involvement (behavioral investment in conventional behavior); (4) network availability (interaction with noncriminal persons and organizations); and (5) criminal peers (association with persons engaged in criminal behavior). Preliminary psychometric data based on a college student sample (340 to 359 students depending on the subscale) show a meaningful factor structure, and acceptable levels of reliability and construct validity. In addition to the full 26-item scale, there are 10-item and 5-item short forms. The alpha reliability coefficients for the short versions are low, but the validity coefficients are similar to those of the full scale. The scale is attached. (Contains 6 tables and 33 references.) (Author/SLD)

ED 411 254 TM 027 187

Marsh, Herbert W.; Hau, Kit-Tai; Chung, Choi-Man; Siu, Teresa L. P.
Students' Evaluations of University Teaching: Chinese Version of the Students' Evaluations of Educational Quality (SEEQ) Instrument.
PUB DATE- 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chinese; College Faculty; *College Students; Factor Structure; Foreign Countries; Higher Education; Intellectual Disciplines; *Student Evaluation of Teacher Performance; *Teacher Characteristics; Test Items; *Test Use; Test Validity
IDENTIFIERS- Students Evaluation of Educational Quality

Chinese University of Hong Kong students (n=844) each rated a "good" teacher and a "poor" teacher using a Chinese translation of the Students' Evaluations of Educational Quality (SEEQ) instrument. Good teachers were rated more favorably than poor teachers on all SEEQ scales, all SEEQ items were judged to be most important by at least some students, and SEEQ items (except, perhaps, feedback on examinations) were seen as appropriate by most students. Relations with background/demographic variables were similar to those reported in North American studies. Multigroup confirmatory factor analysis supported the invariance of SEEQ factor structure for each level of achievement are explained in detail, along with the weight to be given to each skill. Students involved in developing a rubric are more clear about the skills they need to master a lesson and how well they are progressing. As added reinforcement of the lesson, students work cooperatively in small groups to try out their ideas. The rankings used in a rubric should be neutral words that avoid the implication of failure inherent in a generalized A-F or numerical grade. The rubric should also have an even number of ratings to eliminate the temptation to award a middle ranking. Along with the rubrics developed for individual lessons, each student's assessment should encompass a look at the progress the student has made during the year. Examples of work should be collected into a portfolio for an end-of-the-year assessment. It is critical to the success of negotiable contracting to have the understanding and support of parents, who are probably more familiar with a traditional grading system. (Contains three tables.) (SLD)

ED 411 274 TM 027 247

Stix, Andi
Empowering Students through Negotiable Contracting.
PUB DATE- 97
NOTE- 10p.; Paper presented at the National Middle School Initiative Conference (Long Island, NY, January 25, 1997). For related document, see TM 027 246.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Educational Assessment; Grading; Intermediate Grades; Junior High Schools; Middle Schools; Parent Participation; *Participative Decision Making; Performance Contracts; *Portfolio Assessment; Rating Scales; Reinforcement; *Student Empowerment; Student Participation
IDENTIFIERS- *Scoring Rubrics

An approach to assessment is described that allows students to understand and help decide the criteria for good work. It is called "negotiable contracting." Negotiable contracting consists of giving students shared ownership in their own learning. The teacher serves as a facilitator of discussion of the assessment process. Students and the teachers work together to define what they think is quality work. The rubric is an important part of using negotiable contracting for formal assessment. A rubric is a carefully designed ratings chart that is drawn up jointly by the teacher and students. Along one side of the rubric are the criteria that both parties decide are the most important ideas to be mastered in the lesson, and across the top are the rankings that are used to decide how well the students understand each criterion. Within each ranking there may be numerical gradations. Rubrics can be especially effective in assessing student work in mathematics or in any area that requires problem solving. An example is given of the use of negotiable contracting in a poetry unit. Rubrics offer an important way for educators to motivate students through assessment. Giving students a voice in their grading provides them with a clear understanding of what is expected of them and the assurance that their accomplishments will be recognized. (Contains 4 tables and 13 references.) (SLD)

ED 411 275 TM 027 251

that more than half of faculty members in the United States institutions of higher education are expected to retire in the 1990s. The chapter on faculty support covers modeling, motivating, mentoring and networking. The final chapter of this section discusses methods for evaluating faculty performance, with detailed suggestions for each part of the process. The chapters in part 2 discuss budgeting and planning. The focus is on value-adding rather than redistribution and on measurable outcomes rather than comparative expense data. Part 3 looks at the challenges of leadership, defining it as an influence relationship between the academic leader and faculty members who intend real changes. Leadership challenges are grouped into three categories: strategic challenges, resource challenges, and faculty challenges. Part 4 discusses the conflicting demands of scholarship and administration. It notes the qualitative difference in the time spent in each role with the characteristics of scholarship focused effort, information dissemination, autonomy, knowledge creation, solitude, and receiving services contrasted to the characteristics of administration brevity, variety, fragmentation, persuasion, and providing services. A variety of checklists and other evaluative aids to decision making are provided. (Contains 75 references.) (BF)

ED 410 843 HE 030 417

Sawyer, R. McLaren, Ed.; Prichard, Keith W., Ed.; Hostetler, Karl D., Ed.
The Art and Politics of College Teaching. A Practical Guide for the Beginning Professor.
PUB DATE- 92
NOTE- 346p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Beginning Teachers; Black Colleges; Career Development; Church Related Colleges; *College Instruction; Employment; Employment Interviews; *Faculty Development; Faculty Promotion; Faculty Publishing; Faculty Workload; Higher Education; Job Application; *Job Search Methods; Liberal Arts; Mentors; Noninstructional Responsibility; Occupational Information; Personal Narratives; Planning; Productivity; *Professional Development; Research Universities; Scholarship; Small Colleges; State Universities; Tenure; *Vocational Adjustment; Womens Education
IDENTIFIERS- *Junior Faculty

This book, intended for those in the early years of an academic career, presents papers on academic career development organized into two parts: Part 1 is on role expectations for beginning professors at eight institutions of higher education and part 2 describes career patterns by faculty members. Each of the two Parts begins with an editorial reflection. The papers in part 1 are: (1) "The Making of a Scholarly Career at a Major Research University" (Dean K. Whitla); (2) "Teaching at a Small Liberal Arts College" (Anthony S. Abbott); (3) "Role Expectations for the New and Not So New Professors at Grambling State University (Lamore J. Carter); (4) "Expectations for New Professors at Fresno Pacific College: A Religiously Oriented Institution" (Norman Rempel); (5) "Expectations for Faculty at the University of South Carolina" (Thomas H. Buxton); (6) "Meeting Expectations for Research, Teaching and Service at the curriculum area. The indicators used in the United States were the Institutional Effectiveness Measures, developed for the Wisconsin's technical college system, and the Student Outcomes Measures specified by the North Central Association; Handsworth used the Further Education Funding Council indicators. The study noted that in both schools the principal use of the indicators was to support annual budget requests. The study found other measures of both schools, to be substantially similar; graduation rates were comparable and both colleges had close involvement with and added value to their local communities. The paper includes a description of the performance indicators uses; data tables and matrices support the text. (Contains 12 references.) (CH)

ED 410 860 HE 030 455

Terkla, Dawn Geronimo; Armstrong, Kelli J.
Avoiding a Collision Course: How To Maintain Research Standards in the "Quick and Dirty Work" of TQM and Reengineering. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advisory Committees; Cost Effectiveness; Data Collection; Efficiency; Higher Education; *Institutional Research; Long Range Planning; Management Teams; *Operations Research; Organizational Development; *Participative Decision Making; Policy Formation; Power Structure; *Quality Control; Teamwork; *Total Quality Management
IDENTIFIERS- *AIR Forum

This paper assesses the impact of business practices on higher education institutional research activities. Institutions who have been implementing total quality management practices are gradually adopting a new method, process redesign, which focuses more on how to achieve improvements using less costly research methods and procedures. This study outlines how one institution worked toward a research compromise. Early on, the institutional research office, in conjunction with quality improvement teams, identified a number of problem areas. It was found that: (1) quality improvement teams sometimes lacked research training and understanding of the quality management process; (2) the defined research problem was sometimes too large to be managed in the time assigned; (3) survey instruments were sometimes too inclusive; (4) the personal dynamics within and between quality improvement and institutional research team members sometimes created barriers; and (5) often, too much data were gathered. These problems were addressed systematically as the institution shifted focus from quality management to process design. (CH)

ED 410 861 HE 030 456

Voogt, Anita Claire; Volkwein, James Fredericks
A Longitudinal Study of Institutional Autonomy in Thirty Community Colleges. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).

IDENTIFIERS- *AIR Forum; Performance Indicators; Ranking; *United Kingdom; United States

Two important sets of performance indicators for institutions of higher education have become established in the United Kingdom: research quality ratings and teaching quality ratings. The research quality ratings and, to a lesser extent, the teaching quality ratings influence the level of government funding provided to higher education institutions. This paper considers the correlations between the two ratings and the possible consequences of policies which reshape the higher education sector by concentrating research resources in a limited number of institutions. Comparisons are made between quality assurance/assessment approaches in the United Kingdom and the United States, finding that U.S. higher education is much larger, more heterogeneous and has less government control than U.K. higher education, While the U.S. system of colleges and universities is generally unranked (by those responsible for accreditation), the UK system includes rankings. Use of use various analytical approaches to compare teaching and research ratings for both systems concluded that it remains unclear whether the measurement standards will lead to improvements in teaching and research. (Contains 38 references.) (Author/DM)

ED 410 879 HE 030 476

Voorhees, Richard A.; Zhou, Deying
Demographic Profiles: Segmenting Student Intent at the Community College. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; College Credits; *Community Colleges; *Goal Orientation; Higher Education; *Student Attitudes; Student Characteristics; *Student Educational Objectives; Student Surveys; Two Year College Students; Undergraduate Study
IDENTIFIERS- *AIR Forum; American Association of Community Colleges; *Colorado Community College and Occup Educ System

This Colorado statewide survey of student intentions was administered to 3,219 community college students in April 1996. The survey collected data on perceptions of goal attainment and compared shifts in intentions of students attending inner city, suburban and rural community colleges. Most respondents (79.2 percent) reported no change in their original intentions for attendance, suggesting more permanence in the goals of community college students than expected. Most students (73.6 percent) reported only one change in their original intentions. Both academic-oriented and career-oriented students who changed their intentions shifted to less-defined intentions. Career-oriented students also appeared to shift to more academic goals. Demographic, academic status, and institutional type variables were tested for significant associations with perceptions of goal attainment and shifts in intention. Cumulative credit hours completed was significant for both goal attainment and intention shifts. The findings suggest that as the number of credits completed increase, the number of intention shifts increase and perceptions of goal attainment decline. Together, these associations may provide modest evidence of the role community colleges play in assisting

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; Administrator Attitudes; Administrators; College Administration; Governance; *Government School Relationship; Higher Education; *Institutional Autonomy; Institutional Environment; Institutional Research; Job Satisfaction; Organizational Climate; Politics of Education; Professional Autonomy; *Public Colleges; Quality of Working Life; School Administration; *State Regulation; State Universities; Statistical Analysis; Surveys; *Teacher Administrator Relationship; Work Environment
IDENTIFIERS- *AIR Forum

This study examined the effects of state regulation of financial, personnel, and academic resources on the administrative flexibility granted to universities, and tested the hypothesis that state regulatory climate influences levels of managerial satisfaction. Data were gathered through two surveys. The first covered management flexibility and state regulation issues; responses were received from 122 public universities. A second survey of administrative satisfaction and stress was administered to 12 managers on each campus; replies were received from 995 respondents at 100 universities. Survey questions were grouped in five sets of variables: state characteristics, campus characteristics, administrator characteristics, perceived administrative work climate, and overall satisfaction. The study found: (1) that administrative teamwork and interpersonal stress, respectively, had the strongest positive and negative influences on administrative satisfaction; (2) that academic and administrative dimensions of campus autonomy were relatively independent; (3) that there was only a slight relationship between the economic, demographic, social, and political characteristics of the state and the regulatory climate for state universities or managerial satisfaction levels, (4) that there was little correlation between state control and campus characteristics, and (5) that there was little direct relationship between administrator satisfaction and state and/or campus characteristics. Four figures summarize some of the data. (Contains approximately 65 references.) (CH)

ED 410 898 HE 030 495

Moloney, Daniel P.; Grotevant, Susan M.
Collegiate and Departmental Performance Indicators: The Measures That Matter! AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Outcomes Assessment; Cost Effectiveness; *Decision Making; Decision Support Systems; Departments; Evaluation Methods; *Evaluation Utilization; Higher Education; Institutional Research; Judgment Analysis Technique; *Management Information Systems; *Participative Decision Making; *Performance Factors; Policy Analysis; Predictor Variables; Scientific Methodology; Systems Approach; Systems Development
IDENTIFIERS- *AIR Forum; Performance Indicators; *University of

educator's experience integrating multimedia materials in classroom instruction. It serves as a "tutorial" for non-computer science educators considering adding multimedia presentations to their instruction. The paper covers: the time commitment for developing and integrating multimedia materials; software choices; hardware requirements and options--development concerns and advice; storage and retrieval; and staying current with the rapidly changing field. (SWC)

ED 410 915 IR 018 477

Armel, Donald
Achieving Continuous Improvement: Theories that Support a System Change.
PUB DATE- 97
NOTE- 4p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; *Change; Information Theory; Management Teams; *Organizational Development; *Performance Technology; Problem Solving; *Strategic Planning; *Systems Analysis
IDENTIFIERS- *Continuous Improvement; *Open Systems Theory

Focusing on improvement is different than focusing on quality, quantity, customer satisfaction, and productivity. This paper discusses Open System Theory, and suggests ways to change large systems. Changing a system (meaning the way all the parts are connected) requires a considerable amount of data gathering and analysis. Choosing the proper starting point can be critical to the success of the total change process. Change can begin with: the top management team; a pilot project that works within the current system; ready subsystems and hurting subsystems; the reward system; training and education; or creating a critical mass in the employment population to be receptive to change. All events, processes, problems, and successes are integrally linked to each other. Parts of organizations cannot be taken out like parts of machines, repaired or replaced, and then put back in. In theory, the dynamic effect of relationships and events will eventually reach every aspect of an organization. (SWC)

ED 410 916 IR 018 478

Brady, Gary M.; Gosnell, Russell J.; Keepler, Manuel; Smith, Laura B.
Two Model Dual Degree Programs in Computational Science for Small Universities.
PUB DATE- 97
NOTE- 10p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Colleges; Computer Science Education; *Core Curriculum; *Cultural Education; General Education; Higher Education; Human Relations; Humanities; Information Processing; *Information Skills; Information Technology; *Interdisciplinary

those which might be used as examples of skills and achievement to be included in the portfolio. The student is encouraged to be creative in the development of the portfolio in an effort to reflect individuality. During lab sessions, each participant is encouraged to use the laptop as a means to facilitate the mastery of new skills in the use of applicable software packages. Digital cameras with appropriate software are used to capture such things as classroom activities, bulletin boards and other display items. As the quarter progresses, the participants work on incorporating the selected samples into the electronic portfolio and at the same time, increasing their skills in the use of the software application of choice. At the conclusion of the quarter, participants present their finished product to the group. (AEF)

ED 410 935 IR 018 497

Sheel, Stephen J.; Collins, E. Eugene
Evaluating the Effectiveness of a Formal Ethics Component in the Computer Science Curriculum.
PUB DATE- 97
NOTE- 10p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; *Computer Science Education; *Curriculum Development; Educational Development; *Ethical Instruction; *Ethics; Higher Education; Introductory Courses; Student Attitudes
IDENTIFIERS- Computer Use; *University of South Carolina Coastal Carolina Coll

In the Fall of 1994, the Computer Science Department at Coastal Carolina University (Conway, South Carolina implemented a formal ethics component in the introductory computer science course required of all majors. Prior to the introduction of this ethics component into the curriculum, a survey of ethical attitudes was administered to all computer science majors. Two years later, a similar survey was given to computer science majors who have completed the ethics component. This paper contrasts the results of the two surveys as a method of analyzing the effectiveness of the department's strategy to promote ethical behavior. The results suggest the need to re-evaluate existing strategies. The paper concludes with a discussion of varying strategies for promoting ethical behavior and suggestions for further study. (Contains 11 references.) (Author)

ED 410 936 IR 018 498

Thibeault, Nancy E.
The Web-Database Connection Tools for Sharing Information on the Campus Intranet.
PUB DATE- 97
NOTE- 11p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

annually in the future and should be kept for reference and program planning. (AEF)

ED 410 954 IR 056 416

Birchfield, Marilee
Library Instruction Round Table's "Top Twenty" Bibliographies, 1994-1996.
PUB DATE- 97
NOTE- 17p.; Bibliographies from 1985 to 1993 are available as ED 375 854. Bibliographies since 1995 are available on the Library Instruction Round Table's website at http:nervm.nerdc.ufl.edu/hsswww/lirt
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Citation Analysis; Citations (References); Elementary Secondary Education; Higher Education; *Journal Articles; Libraries; *Library Instruction; Periodicals; Reference Materials; *User Needs (Information)
IDENTIFIERS- *American Library Association

Each year the Library Instruction Round Table, Continuing Education Committee of the American Library Association reviews the periodical literature on library user education and selects the top 20 articles. Articles on user education from all types of libraries are considered: academic, school, special, and public. The criteria for selection includes but is not limited to: originality or innovation, quality of writing, special user population addressed, timeliness, applicability to a large audience, and soundness of research methodology. This document compiles the "Top Twenty" bibliographies from 1994 to 1996. Bibliographies are listed in alphabetical order by author's last name. (AEF)

ED 410 955 IR 056 420

Watson, Elizabeth F., Ed.; Jagannathan, Neela, Ed.
Library Services to Distance Learners in the Commonwealth: A Reader.
PUB DATE- 97
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Access to Information; Computer Mediated Communication; Developed Nations; Developing Nations; *Distance Education; Educational Technology; Foreign Countries; Higher Education; *Library Services; *Reference Services; Students; Telecommunications; *User Needs (Information)
IDENTIFIERS- *British Commonwealth

The provision of good library services is a crucial factor in determining the quality of distance education. This collection of articles acquaints readers with distance librarianship as it is practiced in developed and developing countries throughout the British Commonwealth. The reader includes: "Introduction" (Michael Wooliscroft); "Distance Librarianship: A Perspective" (Elizabeth F. Watson); "The Distance Learner, the Librarian and the Course Development Team" (Janet Jenkins); "Reaching the Remote Student" (Margaret Appleton); "Library Services to Distance Learners: Research and Operational Developments in a U.K. and European Context" (Peter Brophy, Deborah Goodall, and Peter M. Wynne); "Distance Learners and Library Use in Western Canada: the Findings of an Inter-university Survey" (Alexander L. Slade); "Library Services for the University of the West

Instruments (160)
DESCRIPTORS- Grants; Library Development; *Library Expenditures; *Library Funding; *Library Personnel; *Library Services; *Library Statistics; Library Surveys; State Agencies; *State Libraries; Tables (Data)
IDENTIFIERS- Library Services and Construction Act

This report provides a statistical profile of state library agencies in the 50 states and the District of Columbia for state fiscal year 1995. The data were collected through the State Library Agencies Survey conducted by the National Center for Education Statistics. The report documents the variety of roles being played by state library agencies and the various combinations of fiscal, human, and informational resources invested in such work. Summary highlights and full data cover: library governance; allied and other special operations; electronic network development; library development services--to public libraries, academic libraries, school library media centers, special libraries, and to systems; service outlets; collections; staff; income; and expenditures. Twenty-eight tables with sub-tables present state library statistics. Appendices include the survey abstract, methodology, facsimile, and recipients of LSCA Titles IV-VIII and/or "other" federal income. Sources for additional information are provided. (SWC)

ED 410 975 IR 056 473

Adams, Kate; Rosenquist-Buhler, Carla
Libraries as Partners in Distance Education.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the Nebraska Library Association (Crete, NE, May 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Education; *Computer Mediated Communication; Computer Networks; Databases; *Distance Education; *Document Delivery; Futures (of Society); Higher Education; Information Retrieval; Internet; Library Cooperation; Library Instruction; *Library Services; Online Catalogs; Online Searching; *Reference Services; Technological Advancement; User Needs (Information)
IDENTIFIERS- University of Nebraska Lincoln

Recent technological advances and administrative planning have significantly improved the University of Nebraska-Lincoln's (UNL) ability to provide continuing education courses to students at a distance. The UNL Libraries deliver services in partnership with the Division of Continuing Studies and several departments on campus. This paper focuses on the libraries' role in providing database access, search instruction, reference assistance, and materials delivery to Teachers College students enrolled in master's and doctoral level programs taught via distance education. Current and future electronic resources for remote students are discussed. (Author/SWC)

ED 410 976 IR 056 474

Jian, Ming
Empower Cataloging Staff with New Technology.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Nebraska Library Association (Crete, NE, May 23, 1997).

*Strategic Planning; Two Year Colleges

Designed to assist community college planners develop a vision of learning in the emerging Knowledge Age, this booklet introduces a set of principles for using revolutionary vision to stimulate action and discusses how community colleges can apply these principles in strategic planning. Following a discussion of the characteristics of the new economy and the Knowledge Age, the booklet provides a series of metaphors that lay the foundation for planning in the Knowledge Age, including the fusion of learning with work and recreation, perpetual learning, distributed learning, interactivity, and knowledge sharing. The following set of planning activities are then described: (1) engage in strategic thinking and planning, highlighting the need to plan from the future backward and six principles of strategic thinking; (2) identify barriers to achieving the vision and strategies for overcoming them, such as launching new initiatives, redirecting existing processes, reallocating resources, and identifying new resources; (3) implement the vision aggressively but incrementally while skills are being developed; (4) while new programs are being implemented, build basic competencies for the knowledge age related to leadership skills, new academic cultures, technological skills, new learning tools, enhanced alliances, and new financial paradigms; and (5) seize special opportunities to effectively compete with other learning providers. Contains 10 references. (TGI)

ED 410 995   JC 970 441

South Carolina Technical Education System. Program Evaluation Report (Based on the 1993-94 Academic Year).
PUB DATE- 96
NOTE- 249p.; For the 1994-95 report, see JC 970 442.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Graduates; *Degrees (Academic); *Education Work Relationship; Enrollment Rate; Followup Studies; *Outcomes of Education; Program Effectiveness; Program Evaluation; *Program Termination; Technical Institutes; Two Year Colleges; Vocational Followup
IDENTIFIERS- *South Carolina Technical College System

Prepared by the South Carolina Technical Education System in compliance with state policies on program review, this 1993-94 annual report presents findings on diploma program productivity in terms of enrollment, number of graduates, the percent of graduates placed in related jobs or continuing their studies full-time, and the continuation or discontinuation of programs. Following an introduction and description of program evaluation guidelines, data tables are presented on the following topics: program status (i.e., probation, suspension, or canceled) by level, cluster, and college; programs placed on probation, suspended, or canceled during 1993-94; programs not subject to evaluation; and graduates by level, cluster, and college. The report then presents exhibits for each of the System's 16 colleges, showing graduation and placement outcomes, and provides systemwide graduate and placement data. Highlighted findings include the following: (1) of the 842 programs reviewed, 82.5% were in good standing, 7% were placed on probation or continued on probation, 3.6% were suspended or continued on suspension, and 6.5% were canceled; (2) the total number of graduates in all programs for 1994 was 7,629, including 4,565 receiving associate degrees, 1,186 receiving

*Grades (Scholastic); *Grading; Policy Formation; *Student Evaluation; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- California Community Colleges

Under the California Community Colleges' (CCC's) current grading policy, a symbol of W is permitted to designate that a student withdrew from a course before a locally determined drop deadline. There is no allowance for a symbol, however, that accurately denotes that students have ceased to participate at a point in the term beyond which they are allowed to withdraw. In an effort to improve accountability at the colleges by more accurately documenting student outcomes, the Executive Committee of the CCC's Academic Senate was charged with developing a symbol other than an F to indicate that a student had separated from a course without officially withdrawing. The Committee originally considered two proposals: assigning the symbols WP or WF to designate that the student was passing or failing at the time of withdrawal, or assigning WA, WB, WC, WD, or WF to designate the actual letter grade the student was receiving. Since the last day that withdrawals are allowed varies substantially from college to college, it was determined that neither the pass/fail nor graded withdrawal symbols would provide a consistent reflection of student progress. The Committee subsequently recommended that FW be assigned to students not completing courses and that it be assigned the value of zero in calculating students' grade point averages. (HAA)

ED 411 014 JC 970 488

Standards of Practice for California Community College Counseling Programs. Adopted Spring 1997.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Colleges; *Counseling Effectiveness; *Counselor Qualifications; *Counselor Training; Educational Facilities; Educational Technology; Ethics; *School Counselors; *State Standards; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Developed by the Academic Senate of the California Community Colleges, this document presents a set of universal standards of practice for all community college counseling programs in the state. Following an introduction, presenting background information on the development of the standards, the standards are presented in the following six areas: (1) core functions, including academic counseling, career counseling, personal counseling, crisis intervention, multicultural counseling, outreach, consultation and advocacy, program review and research, and training and professional development; (2) ethical standards, based on the American Counseling Association's (ACA's) guidelines related to the counseling relationship, confidentiality, professional responsibility, relationships with other professionals, evaluation and interpretation of results, training and supervision, research and publication, and resolving ethical issues; (3) organization and administration, including qualifications of the counseling administrator and the organization and scheduling of counseling services; (4) human resources, addressing minimum qualifications of counseling faculty, the number of faculty, and student contract, an agency profile form, and a student attendance record. (TGI)

ED 411 032 JC 970 506

Bishop, Charles C.
A History of the JCCC Teacher Exchange Mentor Program, 1991-1997.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teacher Induction; Community Colleges; *Faculty Development; Higher Education; Inservice Teacher Education; *Intercollegiate Cooperation; *Mentors; Program Effectiveness; *Teacher Exchange Programs; Teacher Interns; Teacher Supervision; *Teaching Experience; Two Year Colleges; Universities
IDENTIFIERS- Johnson County Community College KS; University of Kansas

In spring 1991, a teacher exchange/mentor program was developed between Kansas' Johnson County Community College (JCCC) and the University of Kansas to attract young educators to community college teaching careers, give educators firsthand experience teaching at a community college while being mentored by a seasoned JCCC faculty member, and refresh senior JCCC faculty with the opportunity to teach at the university in upper level honors courses or courses in their areas of specialization. The first exchange involved a graduate student from the university's History Department and a JCCC history professor. By fall 1997, 14 graduate students from the University of Kansas and the University of Missouri and 8 JCCC faculty members had participated in the mentoring program. Formal discussions and interviews held with both mentors and mentees have indicated a high level of satisfaction with the program and a desire to continue it on the part of the respective administrations. While the JCCC program is unique to the Midwest, teacher exchange and mentor programs have been implemented successfully in other areas, including the City University of New York and Ohio's Cuyahoga Community College. Appendixes provide a list of JCCC program participants, mentor and mentee questionnaires, results from 1991 evaluation of the faculty exchange program, a description of changes made in the program, and an announcement and description of the program. (TGI)

ED 411 033 JC 970 507

Brewer, Dominic; Gray, Maryann
Connecting College and Community in the New Economy? An Analysis of Community College Faculty-Labor Market Linkages.
SPONS. AGENCY- National Center for Research in Vocational Education, Berkeley, CA.; Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Community Colleges; Education Work Relationship; Faculty College Relationship; *Faculty Workload; *Labor Force Development; *Labor Market; National Surveys; Partnerships in Education; *School Business Relationship;

"Families and Schools: How Can They Work Together To Promote Children's School Success?" contains the following chapters: chapter 1, "Family Involvement in Chidrens' and Adolescents' Schooling" (Jacquelynne S. Eccles and Rena D. Harold); chapter 2, "The Structural Context of Family-School Relations" (Sanford M. Dornbusch and Kristan L. Glasgow); chapter 3, "Parents as Full Partners in Education" (Norris M. Haynes and Michael Ben-Avie); and chapter 4, "Assessing Parent Involvement in Schooling: A Critical Analysis" (Annette Lareau). Part 2, titled "How Do School Processes Affect Children and Their Families?" contains the following chapters: chapter 5, "Schools and Children at Risk" (Karl L. Alexander and Doris R. Entwisle); chapter 6, "Inequality in Educational Achievement: Families Are the Source, but Are Schools a Prophylactic?" (Thomas D. Cook); chapter 7, "Effects of Schooling on Children and Families" (Adam Gamoran); chapter 8, "Schools, Children at Risk, and Suffessful Interventions" (Claude Goldenberg); and chapter 9, "Further Comments on Seasonal Learning" (Doris R. Entwisle and Karl L. Alexander). Part 3, titled "How is Changing Family Structure Affecting School Outcomes?" consists of: chapter 10, "Family Change and Student Achievement: What We Have Learned, What It Means for Schools" (Nicholas Zill); chapter 11, "Changes in Families and Trends in Schooling" (Robert D. Mare); chapter 12, "Family Composition, Family Interaction, and Children's Academic and Behavior Problems: Interpreting the Data" (Elizabeth G. Menaghan); and chapter 13, "Toward a Balanced View of Family Change" (Fiane Scott-Jones). Part 4 titled: "Building Research and Policy Agendas: New Directions" contists of: chapter 14, "Perspectives and Previews on Research and Policy for School, Family, and Community Partnerships" (Joyce L. Epstein); chapter 15, "New National Directions in Research and Policy" (Oliver C. Moles); chapter 16, "Research and Practical Application for School, Family, and Community Partnerships" (Gary M. Lloyd); chapter 17, "Family Diversity, Intellectual Inequality, and Academic Achievement Among American Children (Daniel T. Lichter); and chapter 18, "Family-School Links: An Overview" (Karen L. Bierman). Includes and author index and a subject index. (SD)

ED 411 049 PS 025 663

Bloom, Paula Jorde; Rafanello, Donna
Illinois Director Credential Symposium (Cantigny, France, April 24-25, 1997). Executive Summary.
SPONS. AGENCY- Robert R. McCormick Tribune Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Administrator Qualifications; Administrator Role; *Administrators; Certification; *Credentials; Day Care Centers; *Early Childhood Education; Employment Qualifications; Needs Assessment; Professional Development

This pamphlet summarizes the outcomes of a 2-day symposium regarding the development of an Illinois Director Credential for directors of center-based early childhood programs. Day 1 included keynote presentations from national experts who provided a rationale for a director credential, a conceptual framework for defining director competence, the economic implications of director credentialing, promising practices in director credentialing in other states, and a summary of a state-wide needs assessment of directors. Day 2 included a learning in a variety of ways, including depth, breadth, and change over time. With portfolios, the assessment activities and classroom activities can occur throughout the school day. Portfolio assessment can provide educators with an assessment system that includes multiple measures taken over time to create a complete picture of student achievement. The paper describes a portfolio assessment program at a Maryland elementary school, including requirements for implementation, staff training, involvement and support of parents, stages of portfolio assessment use, home-school connections, and a celebration of the year-long commitment to using portfolio assessment. The program placed particular emphasis on parent participation at early morning coffees and afternoon teas, parental commitment to the program, and parental involvement and training in the portfolio assessment process. Appendices include a listing of reference sources, a sample primary portfolio, portfolio conference sheet, student presentation form, partner reflection form, and parent or guardian portfolio feedback form. (Author/SD)

ED 411 067   PS 025 718

Madden, Deirdre; Brueckman, Judith; Littlejohn, Kevin V.
A Contrast of Amount and Type of Activity in Elementary School Years between Academically Successful and Unsuccessful Youth.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Activities; Athletics; Church Programs; *College Students; Comparative Analysis; Dance; Elementary Education; *Elementary School Students; Employment; *Extracurricular Activities; Higher Education; Music Activities; Participation; Play; *Student Interests
IDENTIFIERS- Family Activities

This study compared the participation in various types of activities during the elementary school years of academically successful and unsuccessful youth. The academically successful group consisted of 63 college students from lower level general communication classes. The two unsuccessful comparison groups consisted of 53 youth, ages 13 to 16 years, from a nonresidential alternative school, who had been suspended from regular classrooms; and 12 male youths, ages 5 to 17, from a juvenile center, who had displayed aggression in the academic setting. The Activities Participation Scale was devised, based on activities listed by college students that they remembered doing when they were 5 through 8 and 9 through 12 years old. All subjects indicated on the scale the frequency of engagement in activities in the areas of sports, dance, camp, music, work, family activities, church related activities, other structured activities, and other unstructured activities. Findings indicated that: (1) participation in activities overall increased with age to a greater extent in the successful group than in the comparison group; (2) when required school activities were eliminated in the comparison groups, the total percentage of participants in sports was lower than in the successful group; (3) creative activities were indicated less by the comparison groups than by the successful group; (4) television viewing and video games were indicated by more male comparison group participants; and (5) females were more likely than males to participate in a greater variety of activities. (The questionnaire and data tables are appended. Contains eight assignment records, teacher observation and anecdotal records, and student points indicated that: lessons that included a greater variety of multiple intelligences produced a higher level of intrinsic motivation among most students, the transfer of learning was most effective when used for short-term goals, goal setting was beneficial to students, graphing their progress enhanced students' desire to improve their grades, and students worked to earn extra credit points offered. However, there was a downward shift in students' opinion of the importance of homework and the amount of time devoted to it. (Appended are data collection materials, compiled raw data, and sample lesson plans. Contains 31 references.) (KB)

ED 411 085 PS 025 779

Barnstable, Ranae; Cargill, Linda; Gehlbach, Susan; Workman, Howard
Advancing the Pro-Social Skills in At-Risk Elementary Students through Curricular Interventions.
PUB DATE- 97
NOTE- 69p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aggression; *Behavior Change; *Behavior Problems; Classroom Environment; Conflict Resolution; cooperative Learning; Curriculum Development; Discipline Problems; Elementary Education; *Elementary School Students; *High Risk Students; Interpersonal Communication; Interpersonal Competence; Problem Children; Problem Solving; Program Effectiveness; *Prosocial Behavior; *Social Development; Student Problems; Violence
IDENTIFIERS- Behavior Management; Social Conflict; *Social Problem Solving

This action research project implemented and evaluated a program to enhance students' prosocial behaviors. The targeted population consisted of students in two second and one third-grade classrooms in a declining urban area of a large midwestern city. The problem of inappropriate behaviors was documented through discipline reports, anecdotal teachers' journals and observations by school personnel. Probable underlying causes included the breakdown of family values due to single-parent homes, high teen pregnancy rates, numerous foster care placements, high student mobility rates, and gang/drug influences. Other possible causes were related to delayed academic skills, large class size, and a lack of school support personnel. Increasing numbers of children with physical, emotional, and mental disabilities were other factors contributing to inappropriate behaviors throughout the school setting. A review of solution strategies as suggested by educational literature and other professional sources resulted in the following intervention: implementation of cooperative learning structures, developing activities which provided opportunities for modeling and practicing pro-social skills, and augmenting and supporting existing conflict resolution programs. Post-intervention data indicated that the implemented social skills program made an impressive behavioral difference in the targeted students. Contains 26 references. (Author/SD)

ED 411 086 PS 025 780

Forsten, Char; Grant, Jim; Johnson, Bob; Richardson, Irv both a community of learners within the school and bridges for meaningful community participation in the school and district. A key focus of the work is the linkages between youth and adult disengagement, which are contextualized within local-local and local-state balances of power. Historically, Appalachia has been viewed as backward and in need of modernization, consequently, curricula are not relevant to Appalachian needs or world view. Alienation and disengagement arise from the resultant pattern of past failure, the expectation of continued failure, and the feeling that schools are no longer a community institution since the demise of local schools. Endemic poverty results in the school system being used as a source of good jobs controlled by the local elite, rather than a source of education for children. Thus, concerns about education are viewed as personal attacks on the power elite which invite retaliation. Pervasive distrust of the State, and "outsiders" in general, reinforces disengagement. Site-based decision making, superintendent screening committees, and state-level legal recourse provided by KERA offer previously disengaged people new opportunities for public leadership, yet change is only acceptable to the extent that it does not define eastern Kentucky cognitive frameworks and social-political relations as "problems" to be solved by "flatlanders." (TD)

ED 411 103 RC 020 778

Butterfield, Dennie D.; Muse, Ivan D.; Anderson, Linda
Patterns of Discipline: A Contrast between Rural and Urban Junior High Schools.
PUB DATE- 96
NOTE- 11p.; Paper presented at the Annual Convention of the National Rural Education Association (San Antonio, TX, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; *Discipline; Discipline Policy; *Discipline Problems; *Junior High Schools; Middle Schools; *Rural Schools; *Rural Urban Differences; School Policy; Student Behavior; Teacher Role; *Urban Schools
IDENTIFIERS- *Utah

Discipline concerns have consistently been ranked in the top 10 of the most serious problems facing public schools. Discipline problems were examined in 12 urban and rural middle and junior high schools in Utah. For each discipline referral over a 5-week period, a standardized student referral form was completed that documented action taken by the administrator, the specific policy followed to resolve the situation, and the approximate time spent with the incident. Results indicate that small rural schools and large urban schools differed significantly with regard to the number, type, frequency, and seriousness of incidents; time required for reaching a resolution to the problem; and the repetitive nature of discipline referrals. For example, 2,245 separate discipline referrals were reported during the 5-week period in the urban schools, 25 referrals for every 100 students. In contrast, there were only 16 referrals for every 100 students in the rural schools. However, rural schools reported more problems with classroom disruption and fighting, while urban schools reported more problems with tardiness. In addition, rural schools initiated more calls to parents, set up more conferences with administrators and teachers, and contacted police and county authorities more

20 references and a topic guide for site visits. (SV)

ED 411 119 RC 021 136

Tao, Fumiyo; Arriola, Christine
Special Analysis of Migrant Education Even Start Data. Even Start Information System.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 97
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Delivery Systems; English (Second Language); *Family English Literacy; Family Programs; Literacy Education; Migrant Adult Education; *Migrant Education; Migrant Programs; *Participant Characteristics; Preschool Education
IDENTIFIERS- *Even Start; Program Characteristics

This report analyzes data submitted by 11 of 14 state Migrant Education Even Start (MEES) projects operating in 1994-95. These projects provide migrant families with an integrated program of early childhood education, adult education, and parenting education. The data were drawn from the Even Start Information System (ESIS), which collected 1994-95 data on 476 Even Start projects nationwide. The 11 reporting MEES projects served 20-150 families, received funding primarily through local educational agencies, filled various local unmet needs for services, had average combined federal and local funding of $330,688, and had an average of 7 instructors and 16 total staff. Among instructors, 41 percent had a bachelor's degree or higher, and half had 6 or more years of relevant work experience. Project staff reported on inservice training received, barriers to program implementation, technical assistance needs, service delivery schedules for various educational activities, types of parenting education activities and parent-child activities offered, content of adult education services, integration of core MEES services, collaboration with other agencies, and family needs for support services. Participants were primarily Hispanic two-parent families with an average of four children under age 16. Other family characteristics reported include length of U.S. residence, parent educational background, parent employment status, family income, and English language proficiency. Data on participation outcomes include home visits made, extent of parent and child participation in various services, support services received, prevalence of children with special needs, and retention and successful completion of MEES services. Many data tables are included. (SV)

ED 411 120 RC 021 137

Walking Eagle, Karen Panton; Gonzales, Miriam; Pechman, Ellen
Improving Education for Indian Students in the Context of Education Reform: Challenges and Obstacles.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.; Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Mathematical Processes" (Nicolas Herscovics); "To Know Mathematics is to Go Beyond Thinking That 'Fractions Aren't Numbers'" (Rochel Gelman, Melissa Cohen, & Patrice Hartnett); "General Mathematical Processes: Theory, Practice and Research" (Alan Bell); "Exploring the Process Problem Space: Notes on the Description and Analysis of Mathematical Processes" (Alan H. Schoenfeld). Symposia topics include: "Realistic Mathematics Education, Beliefs or Theory"; "Sex Differences in Mathematics Ability"; "Clinical Investigations in Mathematics Teaching Environments: Journeys from Research Questions to Data Collection Strategies"; "Changes in Student Assessment Occasioned by Function Graphing Tools"; and "Alternative Conceptions of Probability: Implications for Research, Teaching, and Curriculum." Includes a listing of author addresses. (MKR)

ED 411 134 SE 057 135

Meira, Luciano, Ed.; Carraher, David, Ed.
Proceedings of the Annual Conference of the International Group for the Psychology of Mathematics Education (19th, Recife, Brazil, July 22-27, 1995), Volume 1.
PUB DATE- 95
NOTE- 283p.; For volumes 2 and 3, see SE 057 136-137.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Education

This proceedings of the annual conference of the International Group for the Psychology of Mathematics Education (PME) includes the following plenary papers and lectures: "Student Voice in Examining 'Splitting' as an Approach to Ratio, Proportions and Fractions" (J. Confrey); "Spontaneous and Scientific Concepts in Mathematics: A Vygotskian Approach" (V. John-Steiner); "Some Concerns about Bringing Everyday Mathematics to Mathematics Education" (A.D. Schliemann); and "Cognitive Growth in Elementary and Advanced Mathematical Thinking" (D. Tall). Panel Presentations include: "Video Protocols" (R. Nemirovsky); "Analysis of Classroom Interaction Discourse from a Vygotskian Perspective" (M.G.B. Bussi); "Mediation by Tools in the Mathematics Classroom" (L. Meira); and "Panel Contribution" (G. Vergnaud). Research fora topics are: "What is Algebraic Thinking?" and "How are Culture and Mathematical Knowledge Related?" Also included are 8 working group, 6 discussion group, 37 short oral, and 27 poster presentation abstracts as well as a listing of author addresses. (MKR)

ED 411 135 SE 057 136

Meira, Luciano, Ed.; Carraher, David, Ed.
Proceedings of the Annual Conference of the International Group for the Psychology of Mathematics Education (19th, Recife, Brazil, July 22-27, 1995), Volume 2.
PUB DATE- 95
NOTE- 289p.; For volumes 1 and 3, see SE 057 135 and SE 057 137.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Education

Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Cognitive Processes; Cognitive Style; Computer Software; Computer Uses in Education; Environmental Education; Grade 9; Group Activities; High Schools; Learning Strategies; Learning Theories; *Science Instruction; Science Process Skills; Secondary Education; *Secondary School Students; *Systems Approach; *Thinking Skills

This paper presents the results of a study of the cognitive strategies in which ninth-grade science students engaged as they used a learner-centered dynamic modeling tool (called Model-It) to make original models based upon stream ecosystem scenarios. The research questions were: (1) In what Cognitive Strategies for Modeling (analyzing, reasoning, synthesizing, testing/debugging, and explaining) do ninth-grade science students engage as they create dynamic models? and (2) What are characteristics and qualities of the Cognitive Strategies for Modeling in which they engaged? Sixteen representative ninth-grade students from a public school in a midwestern college town were paired to create models on the software. Most pairs of students engaged in an analysis of appropriate objects and factors for their model and in relational reasoning about those factors. Most were able to synthesize a working model employing a range of strategies, and most attempted to articulate explanations for their relationships. Most tested their model but only a few persisted in debugging to fine-tune their model's behavior to match their expectations. These findings indicate that creating dynamic models has great potential for use in classrooms to engage students in thought about the science content they are supposed to learn. (PVD)

ED 411 149 SE 060 513

Moore, Randy, Ed.
Biology Labs That Work: The Best of How-To-Do-Its.
PUB DATE- 94
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Biology; Chemical Analysis; Chromatography; DNA; Ecology; Environmental Education; *Hands on Science; *Laboratory Procedures; Microbiology; Plants (Botany); *Science Activities; *Scientific Methodology; Secondary Education; Teaching Guides

This book is a compilation of articles from the The American Biology Teacher journal that present biology labs that are safe, simple, dependable, economic, and diverse. Each activity can be used alone or as a starting point for helping students design follow-up experiments for in-depth study on a particular topic. Students must make keen observations, form hypotheses, design experiments, interpret data, and communicate the results and conclusions. The experiments are organized into broad topics: (1) Cell and Molecular Biology; (2) Microbes and Fungi; (3) Plants; (4) Animals; and (5) Evolution and Ecology. There are a total of 34 experiments and activities with teacher background information provided for each. Topics include slime molds, DNA isolation techniques, urine tests, thin layer chromatography, and metal adsorption. (DDR) materials. Suggestions are given for goal-setting, recruitment, fund-raising, work projects, reflection, media, publicity, and awards. The "Annual Hunger Cleanup" is a national, one day, community service work-a-thon in which students volunteer to raise money for programs for the hungry and homeless. Volunteer projects include painting local shelters, planting community gardens, and refurbishing low-income housing units. Money raised through the work-a-thon benefits local, national, and international hunger and homelessness programs. (EH)

ED 411 174   SO 027 175

MacIntyre, Ron, Comp.; Bell, Rebecca L., Comp.; Amiotte, Arthur D., Comp.; Murray, Janette K., Comp.; Huenemann, Lynn F., Comp.
The Arts in South Dakota: A Selective, Annotated Bibliography.
SPONS. AGENCY- South Dakota Arts Council, Sioux Falls.
PUB DATE- 88
NOTE- 279p.; A publication of the History of the Arts in South Dakota Project.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Culture; American Indians; Annotated Bibliographies; *Art; Art Education; *Dramatics; Educational Resources; *Fine Arts; Humanities; *Music; *Theater Arts; Visual Arts
IDENTIFIERS- *South Dakota

This bibliography pulls together some of the available resources on the arts in South Dakota and the Dakota Territory. In preparing this bibliography, the arts were defined as broadly as possible. The major arts areas identified are: (1) Visual Arts (painting, sculpture, photography, graphic arts and printing, architecture, decorative and practical arts, handicrafts, clothing design); (2) Literary Arts (including fictional writing, poetry, theatrical writing, journalism and newspaper history); (3) Music and the Performing Arts (including music composition and performance, Chautauqua, drama and dance); (4) Media Arts (filmmaking, radio and television broadcasting); and (5) Arts Education and Appreciation (curriculum, public arts projects, arts organizations and study groups). In addition to the above categories, two additional categories were added: (1) General Sources and Cross-Disciplinary Materials, incorporating materials not specifically on the arts that provide good background information and materials that cover several arts areas and could not be easily placed within the framework developed; and (2) Native American Arts with listings of materials not included in the more specific Lakota/Dakota bibliographies in this volume. Each citation in the bibliography includes full bibliographic information, availability statements with OCLC location codes, and a short annotation of content. Appendices include availability codes, subject index, author index, and title index. (EH)

ED 411 175   SO 027 215

Schlene, Vicki J.
Teaching about Vietnam and the Vietnam War. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art; *Artificial Intelligence; Cognitive Processes; Computer Uses in Education; Computers; *Creative Thinking; Creativity Research; Elementary Secondary Education; Logical Thinking; Problem Solving; Thinking Skills; Visual Arts

This document provides an introduction to the relationship between the current knowledge of focused and creative thinking and artificial intelligence. A model for stages of focused and creative thinking gives: problem encounter/setting, preparation, concentration/incubation, clarification/generation and evaluation/judgment. While a computer can easily generate a list of problems, it must be programmed to decide which problems are important. Preparation, which may be study and practice or the loading of a computer memory, concentration (focused attention), and incubation (unfocused or diverted attention) are essential stages for humans but unnecessary for computers. The remaining stages of creative thinking require decisions, opinions and relevance, which often rely on deviations in logic or sequence, divergent relationships, or emotional reactions--all processes of which a computer is incapable. Suggestions are given for activities and projects that help students understand the "thinking" process by using computers as an analogy and art making machine. Examples are drawn from several popular, pre-technological, technological, and visual art works. An 8-item reference list is provided. (MM)

ED 411 197 SO 028 670

Heft, James; Groome, Thomas; Taymans, Mary Frances, Ed.; Lund, Lars
Patterns and Possibilities: Exploring Religious Education in the Catholic Secondary School (Dayton, Ohio, 1995).
PUB DATE- 97
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Catholic Schools; Catholics; Christianity; Church Related Colleges; Curriculum; *High Schools; Higher Education; Instruction; Nuns; Parochial Schools; Priests; Religion Studies; *Religious Education; Religious Organizations; Secondary Education
IDENTIFIERS- Catholic Church

Drawing on presentations and informal discussions from a gathering at the University of Dayton (Ohio) in 1995, this book examines Catholic secondary education and campus ministry. Following a foreword by Mary Frances Taymans, the booklet includes three essays: "Patterns and Possibilities" (James Heft); "Conversation as a Mode of Faith" (Thomas Groome); and "Religious Education in Catholic Secondary Schools: Patterns and Possibilities for the '90s and Beyond" (Lars J. Lund). The essays provide information on teaching religion, campus ministry, curriculum and instruction, and spiritual and professional development at Catholic schools and universities. The booklet provides practical applications for classroom religious education and campus ministry. (RJC)

ED 411 198 SO 028 671

Nuzzi, Ronald

Teacher Education" (James H. Stronge); (2) "Building the Foundation: Teacher Roles and Responsibilities" (Patricia H. Wheeler and Michael Scriven); (3) "Legal Considerations in Designing Teacher Evaluation Systems" (Pamela D. Tucker and Kay P. Kindred); (4) "Applying the Personnel Evaluation Standards to Teacher Evaluation" (James R. Sanders); (5) "Classroom-Based Assessments of Teaching and Learning" (Chad D. Ellett); (6) "Client Surveys in Teacher Evaluation" (James H. Stronge and Laura P. Ostrander); (7) "Indicators of Student Learning in Teacher Evaluation" (Andrew A. McConney, Mark D. Schalock, and H. Del Schalock); (8) "Portfolios in Teacher Evaluation" (Kenneth Wolf, Gary Lichtenstein, and Cynthia Stevenson); (9) "Teacher Self-Evaluation" (Peter W. Airasian and Arlen Gullickson); (10) "Conducting a Successful Evaluation Conference" (Virginia M. Helm); (11) "Dealing Positively with the Nonproductive Teacher" (Mary Jo McGrath); and (12) "Linking Teacher Evaluation and Professional Development" (Joyce Annunziata). Chapters contain references. (JLS)

ED 411 216 SP 037 506

Status of the American Public School Teacher, 1995-96.
PUB DATE- 97
NOTE- 315p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; National Surveys; Occupational Information; *Public School Teachers; Public Schools; Tables (Data); *Teacher Characteristics; Teacher Salaries; *Teaching Conditions

This report profiles the status of U.S. public school teachers for the school year 1995-96. The survey was sent to 2,164 of the nation's approximately 2,586,000 public school teachers and usable replies totaled 1,828. The data include professional and personal characteristics of teachers, the current status of their teaching conditions, their attitudes toward the profession, and their community and civic activities. Comparative data are provided from 1961-1996, thus showing trends in the composition of the teaching profession, the characteristics of teaching service, and the position of teachers in society over a 35-year span. Topical analyses are provided on: professional preparation, teaching experience, staffing patterns, pupil load, work load, instructional resources, professional development, teachers' attitudes toward the profession, economic status, teachers' personal life, community and civic life, and school reform. Data are presented in 76 tables and 16 figures. A sample questionnaire and tabulation of question responses are appended. (JLS)

ED 411 217 SP 037 507

Mazzei, Lisa A.
Inhabited Silences in Feminist Poststructural Inquiry.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; Elementary Secondary Education;

commit a certain amount of time to working in Chicago schools. As interns, they receive a salary, filling vacant teaching positions. Their mentors also commit time to the project, with professional growth their major incentive. The next two supervisory cycles involve: (1) a team teaching approach with peer clinical supervision and self-reflection; and (2) the supervisor taking the lead in individualized clinical situations. Clinical supervision comes full circle when the teacher who has completed earlier cycles as a preservice apprentice becomes the master teacher/mentor. (Contains 23 references.) (SM)

ED 411 236 SP 037 527

Carroll, Donna H.
A Comparison of Clinical Supervision and Evaluation.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; *Clinical Supervision (of Teachers); Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; Feedback; Formative Evaluation; Secondary School Teachers; Summative Evaluation; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement

This paper examines the ineffectiveness of evaluation instruments for evaluating teacher instructional performance and compares evaluation with clinical supervision. Supervision identifies what occurs within classrooms, emphasizing teachers' instructional performance, while evaluation also includes other areas such as the teacher's appearance, parent and peer relationships, attendance, promptness, and adherence to school policies. Research indicates that most teachers prefer supportive supervision, agree with the principles of clinical supervision, and prefer it. Clinical supervision is an ongoing, formative process that emphasizes the relationship between classroom performance and the teacher's espoused goals. It includes four basic steps: the pre-observation conference, the observation, analysis and strategy development, and the post-observation conference. Formative clinical supervision emphasizes coaching and feedback; collegiality is the key to its success. The results of an evaluation mandated by state level offices can be very ineffective, with the mandated evaluation tools undermining high quality education. Evaluation and supervision processes can complement and support each other when carried out in a supportive and collegial way. (Contains 19 references.) (SM)

ED 411 237 SP 037 528

Hruskocy, Carole; Ertmer, Peggy A.; Johnson, Tristan; Cennamo, Katherine S.
Students as Technology Experts: A "Bottom-Up" Approach to Teacher Technology Development.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English

across three discipline groups and across ratings of good and poor teachers. In the best model, factor loadings were invariant across all six groups, while factor variances and covariances were invariant across the three discipline groups. The results support the use of the SEEQ in this Chinese setting as well as the generalizability of North American research findings. An appendix presents paraphrased versions of SEEQ items. (Contains 4 tables and 56 references.) (Author/SLD)

ED 411 255 TM 027 189

Bibliography on Assessment: Factors that Influence Achievement. Innovative Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Educational Assessment; *Educational Environment; Elementary Secondary Education; *Performance Factors; *Self Concept; *Student Attitudes; Student Characteristics; Student Motivation; *Test Use
IDENTIFIERS- *Northwest Regional Educational Laboratory

The articles in this bibliography represent holdings of the Test Center of the Northwest Regional Educational Laboratory in the area of assessment in school and classroom climate, student self-concept, student motivation to learn, and student attitude toward school. The annotation for each source includes title and author information and information on availability, as well as a brief description of the article, instrument, paper, or volume. There are 73 resources listed alphabetically by author or institution. (SLD)

ED 411 256 TM 027 193

Fraas, John W.; Newman, Isadore
The Use of the Johnson-Neyman Confidence Bands and Multiple Regression Models To Investigate Interaction Effects: Important Tools for Educational Researchers and Program Evaluators.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; Evaluation Methods; *Interaction; Outcomes of Education; *Predictor Variables; *Regression (Statistics); *Research Methodology
IDENTIFIERS- *Confidence Bands; *Johnson Neyman Technique; Statistical Package for the Social Sciences

When investigating the impact of predictor variables on an outcome variable or measuring the effectiveness of an educational program, educational researchers and program evaluators cannot ignore the possible influences of interaction effects. The purpose of this paper is to present a procedure that educational researchers can follow in order to increase their understanding of the nature of the interaction effect between a treatment variable and a continuous independent variable. This technique involves the use of three separate analytical techniques implemented in three steps. First, the

Taylor, Peter Charles; Dawson, Vaille
Critical Research Supervision? Deconstructing a Disempowering Myth!
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Communication (Thought Transfer); Constructivism (Learning); Educational Change; *Educational Research; Feminist Criticism; Research Methodology; *Researchers; Supervision; *Supervisors; *Teacher Researchers; *Teacher Student Relationship

The supportive role of the research supervisor in an action research study is explored. This critical account of a relationship between a research supervisor and a postgraduate research student was prompted by a sense of disquiet and lack of harmony that developed during a year-long action research study. In the role of a teacher-researcher with a critical constructivist perspective, the student had attempted to transform radically the epistemology of her Year 10 Bioethics class. Despite the supervisor's emancipatory intentions, the student felt that she was being disempowered as a result of his demands to conform to normative expectations and standards. Drawing on the student's dissertation and reflective journal, and on their subsequent separate writings, the student and supervisor jointly conducted a critical inquiry into the problematic aspects of their relationship. The writings of J. Habermas and feminist scholars assisted with their new understandings of the need for a rich communicative student-supervisor relationship, especially in situations where the student is undertaking emancipatory action research and the supervisor wishes to adopt a collaborative research role. (Author/SLD)

ED 411 276 TM 027 257

Fasko, Daniel, Jr.; Grubb, Deborah J.
Implications of the Learner-Centered Psychological Principles and Self-Assessment Tools for Teacher Education Reform.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Educational Change; Educational Practices; *Elementary School Students; Elementary School Teachers; Intermediate Grades; Learning; Secondary Education; Secondary School Teachers; Self Efficacy; *Self Evaluation (Individuals); Teacher Attitudes; *Teacher Education; Teacher Effectiveness
IDENTIFIERS- *Learner Centered Psychological Principles; Reform Efforts

The Learner-Centered Battery was administered to 38 teachers and 655 students in grades 6 through 12 in a rural school district as part of a national validation study. This Battery, developed from the theory and research base represented in the "Learner-Centered Psychological Principles" (American Psychological Association and the Mid-continent Regional Educational

Comprehensive Public University: The Dominance of the Discipline" (Kenneth E. Anderson); (7) "Women's Education at Women's Colleges: Responsibilities and Challenges for New Faculty Members" (Mary E. Kitterman); (8) "Building a Future at 'The Premiere Teaching University' in the Midwest" (Roy Weaver). Part 2 consists of 11 papers written by R. McLaran Sawyer, Keither W. Prichard, and Karl D. Hostetler. Most papers are followed by one or more additional opinion papers. The major essays are: (1) "Getting the Job: Anxiety and Aspirin"; (2) "Accepting the Job: The Die is Cast"; (3) "Making the Transition: Demands and Decisions of the First Months on the Job"; (4) "Creating the New Course: Putting the Show on the Road Politics of the Classroom"; (5) "The Students: The Alpha and the Omega Changes in the Student Body; (6) "Getting Along with Colleagues: Collegiality, Professionalism, and Ethics"; (7) "Research Agenda for the Beginner: When Your Feet Hit the Ground Start Running"; (8) "Promotion and Tenure: Keys to the Kingdom"; (9) "Committees, Associations, and Organizations: The Fine Art of Networking" ; (10) "Gaining National Recognition: A Place in the Sun"; and (11) "Leaving Gracefully or Not So Gracefully." Also included are two additional papers: "Benefits" (Gregory P. Clayton) and "Legal Rights and Responsibilities of College Faculty" (Donald E. Uerling) (BF).

ED 410 844   HE 030 418

Endy, Melvin B., Jr.; Gamson, Zelda
New College. Program Review. State University System of Florida.
PUB DATE- 97
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; College Outcomes Assessment; *Curriculum Evaluation; Educational Assessment; Educational Innovation; *Educational Resources; Faculty Evaluation; Financial Support; Higher Education; Independent Study; Information Technology; *Institutional Evaluation; Mentors; Private Sector; Program Evaluation; State Universities; Student Certification; Tutorial Programs; *Undergraduate Study
IDENTIFIERS- *New College FL; University of South Florida

This consultants' report reviews the New College of the University of South Florida, a small liberal arts college which is unusual in its lack of specific general education requirements, and its attention to independent study. After reviewing a considerable list of strengths, concerns are identified including the need to ensure that every student is adequately prepared for upper-class work. In looking at the student body, the report suggests concern for increasing racial and ethnic diversity, for increasing attention to a retention rate slightly lower than the average, and for the students' personal and social development. In looking at the faculty, the report lists concerns about faculty workload, tenure and promotion criteria vagueness, a perceived weakness in interdisciplinary and other new studies, retention of faculty in light of low salary levels, and the degree to which administrative matters are left to the Dean and Warden. Resources are reviewed with very positive ratings, save for the inadequate capital equipment acquisition and maintenance budget, the meager discretionary fund, and the sometimes confusing relationship between the College and the privately-controlled Foundation which supports a public institution through its access to private philanthropy. A list of specific recommendations is offered. (BF)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Community Colleges; Decentralization; *Educational Finance; Evaluation Criteria; *Finance Reform; *Government School Relationship; Higher Education; Institutional Administration; *Institutional Autonomy; Longitudinal Studies; Personnel Management; Public Colleges; *State Regulation; Surveys; Two Year Colleges
IDENTIFIERS- *AIR Forum; Resource Dependency Theory

This longitudinal multi-method study assessed changes in institutional autonomy at 30 community colleges in one state. Six years after legislated changes intended to increase autonomy and create a uniform fiscal operation system had been implemented, the study found that changes in autonomy in selected fiscal, personnel, and operational matters were inconsistent and incomplete. Investigators concluded that as the resource dependency theory suggests, connections between state-legislated changes and real change at the local level are complicated and slow to develop. The paper reviews the conceptual framework; discusses related institutional characteristics, contextual variables, and political strategies; and lists the measures of fiscal, personnel, and operational autonomy used. The data were based on questionnaires completed for two unpublished institutional autonomy surveys, the first conducted in 1988 just prior to the legislated changes, and the second in 1995; the response rate for both surveys was 100 percent. Tables list the autonomy measures and some survey data. (Contains 33 references.) (CH)

ED 410 862 HE 030 458

Furlong, Deborah K.
Between Anecdote and Science: Using E-Mail To Learn about Student Experiences. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Educational Research; *Electronic Mail; Electronic Text; Higher Education; Institutional Research; Internet; Questionnaires; *Research Methodology; State Universities; *Student Experience; *Student Surveys; Technology; Technology Transfer; Telecommunications; World Wide Web
IDENTIFIERS- *AIR Forum; *HTML; Survey Research

Institutional research has long relied on surveys to learn about student experiences. This study describes and evaluates two methods of using electronic mail to gather information from students about their experiences. Data were based on two case studies conducted during spring 1996 and fall 1997 at a 5,000-student state university. The report discusses some of the potential benefits of using e-mail to conduct survey research: faster response rates, the lack of intermediaries increases the chances that respondents will receive the survey promptly, asynchronous communication allows users to think about answers, and the medium itself may encourage users to respond more candidly. E-mail distribution lists are used to distribute questions and collect responses. Hypertext markup language students to redefine and realize their goals. (Author/DM)

ED 410 880 HE 030 477

Olsen, Danny R[illegible]
Grade Inflati[illegible] Reality or Myth? Student Preparation Level vs. Grades at Brigham Young University, 1975-1994. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Grade Inflation; *Grade Point Average; *Grading; *Higher Education; Models; Predictor Variables; School Policy; Standardized Tests; Student Attitudes; Student Characteristics
IDENTIFIERS- *AIR Forum; *Brigham Young University UT

This study was designed to investigate the extent to which grade inflation has existed at Brigham Young University (BYU) after accounting for increased preparation levels of entering students over time. Analyses were conducted for the university at large and individual colleges. The study first developed a model to forecast student grade point average (GPA) from preparation factors and from a time series analysis to establish formulas for forecasting levels of grade inflation; and, second, administered a questionnaire to analyze grading attitudes of faculty (N=406) who had been at BYU more than 20 years. The average American College Testing (ACT) score of BYU entering freshmen has gone from the 70th percentile nationally in 1975, to the 90th percentile nationally in 1994. The lower third of the student body that existed 20 years ago has all but disappeared. Given the make up of the student body (older than average, generally more religious, etc.) and with the improved pre-enrollment preparation levels, the study concluded that it does not appear that grade inflation is an overall problem at BYU. There has been, however, some rise in GPAs. Disparities were found across colleges within the university with colleges which base grading on fixed standards awarding higher grades than colleges which base grading on a curve. Grade inflation was also found more common whole school in the Spring/Summer semester than in the Fall/Winter term. Disagreement among faculty about grading policy was found. (Contains 14 references.) (Author/DM)

ED 410 881 HE 030 478

Milam, John H., Jr.
Developing Benchmarks for Faculty Hiring. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 42p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; *College Faculty; Data Collection; *Doctoral Degrees; *Faculty Recruitment; Higher Education; Longitudinal Studies; Minority Group Teachers;

Minnesota

In response to changing management and budgetary strategies that have been driving decision making to the lowest administrative levels, institutional researchers have been attempting to identify indicators which can be used to evaluate institutional performance and progress. This paper reviews efforts to introduce departmental operational performance indicators at the University of Minnesota. A decision support schematic illustrates the instructional resource management tool that was developed. The diagram shows the relationships of the broad indicators, such as demand, fiscality, and productivity, to each other and to specific lower-level measures such as tuition revenue management, instructional cost management, curriculum management, enrollment and tuition management, and faculty course management. Two other programs, a "U2000 critical measures" process and incentives for managed growth, are also discussed. The former, an attempt to demonstrate to faculty how daily planning and operational decisions affect overall institutional goals, was judged to have failed. The initial attempts to establish an "incentives for managed growth" program (also termed responsibility-centered management), a financial strategy that emphasizes entrepreneurial activities and encourages decision making at the lowest administrative levels, were disappointing, and few of the university's departments were deemed able to use this strategy. (CH)

ED 410 899 HE 030 496

Lyons, Kevin J.; Young, Barbara E.; Haas, Patricia S.; Hojat, Mohammadreza; Bross, Theodore M.

A Study of Cognitive and Noncognitive Predictors of Academic Success in Nursing, Allied Health and Medical Students. AIR 1997 Annual Forum Paper.

PUB DATE- 97

NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Academic Aptitude; *Allied Health Occupations Education; Analysis of Covariance; Correlation; *Females; Grade Point Average; Grade Prediction; Higher Education; Institutional Research; *Medical Students; Multiple Regression Analysis; *Nursing Education; Predictive Measurement; *Predictor Variables; Questionnaires; Statistical Analysis; Student Characteristics; Surveys

IDENTIFIERS- *AIR Forum; Thomas Jefferson University PA

This study, a collaborative undertaking between the college of health professions and the medical college at Thomas Jefferson University (Pennsylvania), was part of a larger project intended to examine whether a selected set of academic, demographic, and psychosocial variables are predictive of nursing and allied health student academic performance. The study compared psychosocial profiles of 71 female medical students with 182 female students in nursing and allied health fields. The survey instrument measured: loneliness, test anxiety, general anxiety, self-esteem, extroversion, external locus of control, neuroticism, stressful life events, and depression. Results indicated that medical, nursing, and allied health students differed considerably on a number of measures. Female allied health and nursing students appeared to be more depressed than female medical students, while female medical

Approach; *Lifelong Learning; Mathematics Education; Microcomputers; Physics; *Role Models
IDENTIFIERS- *North Carolina Central University

This paper describes a new core curriculum at North Carolina Central University (NCCU), a state supported black liberal arts college which emphasizes leadership and community service. The new core, "Critical Foundations in the Arts and Sciences" (CFAS), provides more interdisciplinary courses, and facilitates subsequent interdisciplinary study by being brief enough to allow the completion of two majors. The basic goals of the CFAS program are: (1) provide sufficient breadth of knowledge relating to the human experience to facilitate effective functioning in this global information society; (2) provide opportunities for students to develop skills necessary to succeed in academic, professional, and social environments and to facilitate life-long learning; (3) provide the basic skill and knowledge necessary to acquire and process information using traditional and electronic media; and (4) provide specific cultural exposure for NCCU students. The CFAS program delivers the course material more efficiently, so that the total hours required is fewer than that of the traditional core. This facilitates and encourages double majors. Two dual degree programs are described: computer science and mathematics, and computer science and physics. Reading assignments in the math classes motivate students by covering short biographies on the lives of black mathematicians, scientists, and engineers. Achieving accreditation for the computer science degree program is also discussed. (Contains 11 references.) (SWC)

ED 410 917 IR 018 479

Broyles, Alan
Rock Hill Business, Education, and Community Online Network.
PUB DATE- 97
NOTE- 18p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Computer Networks; Distance Education; *Educational Cooperation; Elementary Secondary Education; Higher Education; *Information Transfer; Interlibrary Loans; Library Networks; *Online Systems; *Teleconferencing
IDENTIFIERS- South Carolina; *Technology Implementation

The Business, Education & Community On-line Network (BEACON) is designed to support development and implementation of demonstration applications operating in an asynchronous transfer mode (ATM) fiber optic network environment. Initial origination and destination sites include high schools and universities around Rock Hill (South Carolina). The entities will partner to develop and implement applications such as: distance learning classes; faculty development seminars; computer network access and interlibrary access; teleconferencing; and health, drug abuse, and community health programming. The goal of the project is to link various public and private sector entities together with a 21st century telecommunications infrastructure providing a portfolio of information services and interactive telecommunication facilities to individual citizens from all socio-economic strata, government agencies, education systems, health care

(150)
DESCRIPTORS- *Computer Software Evaluation; *Computer System Design; *Databases; Design Requirements; Higher Education; Information Technology; *World Wide Web
IDENTIFIERS- Microsoft Access; Microsoft Windows; *Web Pages; Web Sites

This paper evaluates four tools for creating World Wide Web pages that interface with Microsoft Access databases: DB Gateway, Internet Database Assistant (IDBA), Microsoft Internet Database Connector (IDC), and Cold Fusion. The system requirements and features of each tool are discussed. A sample application, "The Virtual Help Desk" demonstrates how to interact with a database using the four tools. Conclusions are then drawn about the four tools. DB Gateway is too limited and too complex to be a useful tool. For a user who wants a free product and does not have Windows NT server, IDBA appears to be an acceptable alternative. IDC is recommended for users who own a Windows NT server. Even with the disadvantage of the file organization, IDC is worth further investigation. It is still fairly straightforward and has the added benefit of the Access IIS Add-In to automatically generate .idc and .htx files. Cold Fusion is worth the investment if a Web programming development language is needed. Features of the four tools are summarized in a table at the end of the paper. (AEF)

ED 410 937 IR 018 499

Thomson, Nancy S.; Echeverria, Donna Rose; Mills, Bob
MIS On-Line.
PUB DATE- 97
NOTE- 9p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *College Curriculum; *Computer Assisted Instruction; Computer Mediated Communication; Educational Technology; Higher Education; Instructional Innovation; *Introductory Courses; *Learner Controlled Instruction; *Management Information Systems; Nontraditional Education; Program Development; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Northwest Missouri State University

This paper describes the resources, processes and outcomes involved in the development of an introductory Management Information Systems (MIS) course designed to utilize as many of the technologies as possible to redefine the teaching/learning paradigm. The MIS-Online project at Northwest Missouri State University encompasses the available campus technology, access to the World Wide Web via Netscape, and local VAX services providing e-mail, and personal accounts; the textbook chosen also provides a CD containing the complete text plus a summary version with additional items such as video and audio supplements and quizzes and practice exercises. Students receive information and some class instruction via e-mail and are required to communciate with the instructor via e-mail. They are also required to use the MIS Web site which is laid out similar to the book. The remainder of the paper discusses the project development, maintenance, student acceptance of learner-controlled instruction; changes in the notion of traditional learning; costs; benefits; and outcomes and lessons learned. (AEF)

Indies Distance Students" (Beverley A. Steele); "The University of South Africa's Library Services to Distance Learners" (S. H. Behrens and L. M. Grobler); "Serving Learners in a Technical-Vocational Distance Education Programme: Issues for CAST in Jamaica" (Terrence Bobb-Semple); "Library Services to Distance Learners at Massey University: Some Management Issues" (Celia Bockett, Lucy Marsden, and Joan Pitchforth); "A Library Service to Distance Learners: What Should the Library Provide?" (Anthony K. Cavanagh and Joan Tucker); "Initiating the First Steps: the Use of Technology To Provide Library Services to Distance Learners in the Commonwealth Caribbean" (Linda Claudia de Four); "Rendering Equitable Library Services to Distance Learners in India: Problems and Prospects" (Neela Jagannathan); "Library Support--the Missing Link in Support Services at the Secondary Level for the Distance Learner in English-Speaking Africa" (Magnus John); "Providing Support Services for External B.Ed. Distance Learners Programme at the University of Nairobi" (Judith W. Kamau); "Information Technology and Libraries in Distance Education: Present and Future Prospects for India" (Uma Kanjilal); "Overcoming the Tyranny of Distance" (David Meacham and Margaret H. Macpherson); "Library Services for the Open University of Tanzania: Experiences of the First Year" (Geoffrey R. V. Mmari); "Library and Information Science Through Distance Education: the IGNOU Experience" (R. Satyanarayana); "Library Services to Students at a Distance: A Case Study of the University of Otago Library, Dunedin, New Zealand" (Hayley Solomon); "Open Library Information for Off-Campus Students: The Australian Scenario" (Marie-Therese Van Dyk); and "Factors Affecting the Provision of Library Services to Distance Learners: the Commonwealth Caribbean Experience" (Elizabeth F. Watson). (SWC)

ED 410 956 IR 056 444

Nelson, Garet; Stanley, Laurel; Eyman, David; Seiden, Peggy
Planning and Strategy for Setting Up and Operating Academic Libraries in Temporary Quarters: Experiences of Two Northeast Colleges.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Facility Expansion; Higher Education; Library Development; *Library Facilities; Library Planning; *Library Services; *Relocatable Facilities
IDENTIFIERS- *Library Construction; *Library Moves

The prospect of resolving a library's space and utilization problems through expansion and renovation carries with it the question of how to maintain operations during construction. Few libraries, especially those in the academic world, can afford to close their doors for very long, even though the prospect of maintaining ongoing operations amid an atmosphere of noise and dust is daunting. This dilemma was faced by two academic libraries in the Northeast: Lyndon State College in Vermont and Skidmore College in New York. Both colleges chose the course of moving library operations completely out of the building undergoing renovation and expansion. Both also considered options such as off-campus storage and segmenting collections to fit in smaller on-campus spaces. There are many factors to take into account when moving a library to temporary quarters--finding adequate space, expense planning, moving two times, personnel stress, and the effect on patrons. Compared to the

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Cataloging; Computer Networks; *Empowerment; Higher Education; Information Processing; Information Retrieval; Information Technology; Internet; *Library Automation; *Library Catalogs; *Library Personnel; Library Technical Processes; Microcomputers; Online Catalogs
IDENTIFIERS- *Technology Integration; University of Nebraska Lincoln

Advances in computers and information technology have created huge potentials for cataloging staff to increase efficiency and accuracy, reorganize the work force, change the workflow, streamline costs, and provide better services to patrons. Based on the practices at the University of Nebraska-Lincoln (UNL), this paper discusses what a librarian can do to take the initiative and take advantage of new information technology in a cataloging environment. Now more than ever, cataloging depends on information technology such as integrated local networks, integrated information retrieval systems, and bibliographic utilities. Empowering cataloging staff with new technology also becomes critical to efficiently providing access to a wide range of information sources. The paper also discusses forced integration of new information technology to be able to utilize new cataloging utilities, promoting work-related learning by staff, migrating to a Windows environment, and reaping the benefits of the Internet. In the information age, empowering library staff with new information technology has become one of the key issues for the success of a library. (Author/SWC)

ED 410 977 IR 056 475

Davis, Marc; Boyer, Janice
Building a Library Intranet.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the Nebraska Library Association (Crete, NE, May 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Computer Networks; Higher Education; Information Technology; *Internet; *Library Automation; Library Funding; Library Personnel; Library Services; Microcomputers; Staff Development; Technological Advancement
IDENTIFIERS- HTML; Intranet; *Technology Integration; University of Nebraska Omaha

"Intranets"--web sites written and used internally by organizations--are being developed as a means of enhancing communication, improving productivity, and reducing costs. The University Library at the University of Nebraska at Omaha is in the early stages of developing an Intranet. Considerations that led the library to establish an Intranet and the development process are outlined. Issues that should be considered before beginning such a project and how the site will be maintained are also discussed. Staff development and training in the use of the Intranet and hypertext markup language (HTML) are highlighted. A library Intranet can be a cost effective method of improving the way libraries do business if its purpose is diplomas, and 1,871 receiving certificates; and (3) 95% of all graduates were available for employment, while 83% of these were employed in jobs related to their studies and/or continuing their education. (TGI)

ED 410 996 JC 970 442

South Carolina Technical Education System. Program Evaluation Report Based on Graduate Data, July 1, 1994-June 30, 1995, and Enrollment Data, Fall 1995.
PUB DATE- 97
NOTE- 244p.; For the 1993-94 report, see JC 970 441.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Graduates; *Degrees (Academic); *Education Work Relationship; Enrollment Rate; Followup Studies; *Outcomes of Education; Program Effectiveness; Program Evaluation; *Program Termination; Technical Institutes; Two Year Colleges; Vocational Followup
IDENTIFIERS- *South Carolina Technical College System

Prepared by the South Carolina Technical Education System in compliance with state policies on program review, this 1994-95 annual report presents findings on diploma program productivity in terms of enrollment, number of graduates, the percent of graduates placed in related jobs or continuing their studies full-time, and the continuation or discontinuation of programs. Following an introduction and description of program evaluation guidelines, data tables are presented on the following topics: program status (i.e., probation, suspension, or canceled) by level, cluster, and college; programs placed on probation, suspended, or canceled during 1994-95; programs not subject to evaluation; and graduates by level, cluster, and college. The report then presents exhibits for each of the System's 16 colleges, showing graduation and placement outcomes, and provides systemwide graduate and placement data. Highlighted findings include the following: (1) of the 838 programs reviewed, 86% were in good standing, 8% were placed on probation or continued on probation, 3% were suspended or continued on suspension, and 3% were canceled; (2) the total number of graduates in all programs for 1995 was 7,951, an increase of 4% over 1994; (3) of these graduates, 4,698 received associate degrees, 1,237 received diplomas, and 2,016 received certificates; and (4) 95.98% of all graduates were available for employment, of whom 83% were employed in jobs related to their studies and/or continuing their education. (TGI)

ED 410 997 JC 970 443

Thompson, Ingrid
Silicon and Ivy: Enhancing California's Workforce and Educational Goals through the Corporate College Model.
PUB DATE- 97
NOTE- 6p.; Materials used in a presentation to "Technology in Education," a conference sponsored by the California Community Colleges Foundation (San Jose, CA, April 21-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Associate Degrees; *Community Colleges; Continuing

and issues related to support staff; (5) physical facilities, including the need for sound-proofed offices and information resources; and (6) incorporating new technologies. The ACA's 1995 Code of Ethics and Standard of Practice is appended. (BCY)

ED 411 015 JC 970 489

The Academic Senate Perspective on the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (HR 3734, The Welfare Reform Act).
PUB DATE- 97
NOTE- 15p.; A concept paper developed by the Executive Committee of the Academic Senate for California Community Colleges.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *College Role; Community Colleges; Curriculum Development; *Education Work Relationship; Educational Change; Educational Finance; Educational Needs; *Job Training; Two Year Colleges; *Welfare Recipients
IDENTIFIERS- *California Community Colleges; Personal Responsibility and Work Opp Recon Act; *Welfare Reform

The Welfare Reform Act of 1996, with its emphasis on mandatory work, will have a serious impact on communities throughout California. In 1995-96, a total of 760,000 people received Aid to Families with Dependent Children (AFDC), while 139,713 of these were community college students. To respond to the Act, the California Community Colleges should develop additional funding sources and maintain flexibility in allocating funds; ensure that AFDC students and the revenue that they generate are retained; and maintain quality in serving additional welfare recipients, specifically regarding a likely corresponding increase in demand for health services. At the local level, colleges should work with area agencies to create jobs that provide adequate compensation and self-esteem and lead directly from educational programs. Educational programs should be designed that provide all citizens with adaptable and transferable skills, with special care being taken to ensure that curricula provide training within the timeline allotted for receiving welfare by the Act. Programs should also remain open to all and assess competencies to ensure graduates' employability. Finally, local academic senates should take a leadership role in ensuring that colleges retain and attract welfare recipients. Contains 18 recommendations for local academic senates. (BCY)

ED 411 016 JC 970 490

Academic Senate for California Community Colleges: 28th Fall Session Resolutions (Newport Beach, California, October 31-November 2, 1996).
PUB DATE- 97
NOTE- 59p.; For the spring 1997 resolutions, see JC 970 491.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Articulation (Education); College Curriculum; *College Governing Councils; *Community Colleges; Diversity (Institutional); Educational Finance; *Educational Policy; Faculty Development; Grading; *Policy Formation; Statewide Planning; Two Year Colleges; Vocational Education
IDENTIFIERS- *California Community Colleges

Documenting the fall 1996 session of the Academic Senate for the

Teacher Attitudes; Two Year Colleges; *Vocational Education; Vocational Education Teachers

Strengthening the linkages between educational institutions and the labor market is an important component of improving U.S. education and training system. In an effort to gather data on faculty linkages to their institutions, local labor markets, and communities, surveys were mailed to 3,500 academic and vocational faculty at community colleges across the United States requesting information on their characteristics and involvement with business and community organizations. Study findings, based on responses from 1,725 faculty, included the following: (1) vocational faculty were more connected to the labor market, largely because their programs depended upon enrollments and placements for survival; (2) part-time faculty had generally weak connections to their institutions, as well as lower levels of connectivity to the labor market; (3) faculty had very little available time to undertake intensive linking activities; (4) a lack of institutional resources limited professional development and workplace placement opportunities for faculty; (5) institutions did not formally reward linking behaviors and faculty received little support from their colleges, with the exception of vocational faculty in career assistance activities; (6) faculty in multi-campus districts generally showed lower levels of connectivity; (7) strong boundaries existed between academic and vocational departments and between credit and non-credit programs in most colleges, limiting collaboration and information sharing; and (8) local conditions greatly affected the opportunities for faculty to build linkages. Contains 18 references. Data tables are attached. (TGI)

ED 411 034   JC 970 508

Cowan, Marjorie M.; Piepgrass, Kent W.
Attitudes about Science among Non-Majors at a Two-Year Campus of a Liberal Arts University.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Anxiety; Correlation; Multicampus Colleges; Science Curriculum; *Science Education; Scores; *Student Attitudes; Student Interests; *Student Motivation; Tables (Data); Teaching Styles; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Miami University OH

A study was conducted at two open-access, 2-year branch campuses of Ohio's Miami University to assess the levels of science anxiety, interest, and preparedness among students in science-related (SR) majors and general studies (GS) students. Surveys were distributed on the first day of class to students enrolled in 23 chemistry, microbiology, and physics classes in 1993-94, 1994-95, and 1995-96. Study findings, based on an analysis of 436 valid surveys, included the following: (1) 10% of the 242 SR students and 13% of the 194 GS students reported high anxiety; (2) 6% of GS students and 2% of SR students reported high levels of boredom, while low preparedness was reported by 26% of the GS and 13% of the SR students; (3) anxiety and interest scores correlated with exam scores for the GS group; (4) there was no correlation, however, between reported preparedness and exam scores for either group; (5) in responses to open-ended questions about anxiety, GS students cited subject-specific causes much more often than general causes panel discussion of some of the key stakeholders in the Illinois early childhood community, an update on the Building Bridges initiative, and an examination of exemplary models in early childhood professional development. The pamphlet provides working definitions of a director credential and a program director; lists areas of general consensus and unresolved issues from symposium participants regarding the structure of the credential, the process of credentialing, and the content of the credential; outlines the next steps in developing a director credentialing system; and presents excerpts from experts' presentations on the rationale for a credential, director competence, economic implications, models of early childhood professional development, and Wisconsin's director credentialing development. Symposium participants are also listed. (KB)

ED 411 050   PS 025 680

Marine, Robert A.
Making the Most of Religious Education Using Literature and the Arts To Enliven the Message!
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual National Catholic Educational Association Convention and Exposition (94th, Minneapolis, MN, April 1-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; Elementary Education; Instructional Improvement; Instructional Materials; *Religious Education; Story Telling; Teaching Guides
IDENTIFIERS- Spiritual Development

Presented here are guidelines and resources to aid in the use of arts and literature to enhance and enliven religious education. Eight guidelines are suggested: (1) the values of communion, that is, the right relationship between God, neighbor and self, unity in pluralism and the dignity of the human person as an adopted child of God should be seen as core values; (2) the social psychological developmental approach to faith and an emphasis on the spiritual and moral life of young people should guide our selection of resources; (3) the works of Jesuit theologian, Father Avery Dulles, should be considered as guidelines; (4) E. D. Hirsch, Jr.'s Core Knowledge Foundation can be a guide to attaining cultural and religious literacy in a multicultural society; (5) recognition should be made of the contribution of women to arts and literature; (6) the catechetical approach to the use of arts and literature can enliven the message; (7) a story or parable has the potential to bring forth understanding and insights of which the child was unaware; (8) and emphasize positive and healthful ecumenical, interfaith, and science/faith relationships. A description of resources for grades K-8 that adhere to these guidelines concludes the paper. (MT)

ED 411 051   PS 025 681

Gellert, Sandra
Tax and Record Keeping Information for Family Child Care = Informacion Sobre los Impuestos y la Documentacion para el Cuidado Infantil en el Hogar.
PUB DATE- 97
NOTE- 16p.; Printed on colored paper.
LANGUAGE- English; Spanish

references.) (KB)

ED 411 068 PS 025 740

Minnesota Children and Information Technology: Challenges for Children's Advocates.
SPONS. AGENCY- Center for Media Education, Washington, DC.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Computer Assisted Instruction; Computer Uses in Education; Disadvantaged Environment; *Economically Disadvantaged; Educational Technology; Elementary Secondary Education; Information Dissemination; *Information Technology; Library Services; *Online Systems; Telecommunications
IDENTIFIERS- Access to Services; *Access to Technology; *Minnesota

Many advocates for children are not yet involved in decision making and planning regarding the right of all children, regardless of family income, to benefit from information technology. This Kids Count report explores critical issues about information technology and children's literacy, education, and intellectual development. The report explains some of the underlying issues involving information technology and children such as poverty, literacy, and equal access; examines the importance of basic phone service and how more low income children and families can achieve access to telephones; discusses recent changes in universal service (i.e., policies that ensure that everyone has access to affordable telecommunications technology) due to actions by the Federal Communications Commission; and explores disparities in Internet access by income, and the role of schools, libraries and other public institutions in addressing those disparities. Suggestions and resources are offered to children's advocates about how to become involved in policy decisions about information technology. (JPB)

ED 411 069 PS 025 742

Dunleavy, Shannon; Karwowski, Sandra; Shudes-Eitel, Jennifer
Improving Social Interaction among 4th Grade Students through Social Skills Instruction.
PUB DATE- 97
NOTE- 86p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight. Several pages in the Appendix contains light print and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Change; Class Activities; *Classroom Environment; Cultural Differences; Curriculum Development; Economically Disadvantaged; Elementary School Curriculum; *Elementary School Students; Grade 4; Intermediate Grades; Interpersonal Communication; *Interpersonal Competence; *Social Adjustment; Social Behavior; *Social Development

This action research project implemented a program for improving social skills in order to establish positive interaction among 4th grade students at a northern Chicago suburban school. Social skills deficiency was documented through behavior checklists and referrals, teacher observations and student

Looping Q&A: 72 Practical Answers to Your Most Pressing Questions.
PUB DATE- 97
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Organization; Elementary Education; Grade Repetition; *Grouping (Instructional Purposes); Instructional Design; *Nontraditional Education; Program Implementation; *Teacher Role; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Looping (Teachers)

"Looping" is a practice that allows single-grade teachers to remain with the same class for 2 or more years. Organized in a question-and-answer format, this book answers 72 questions about looping commonly asked by teachers and parents, including questions about its benefits, disadvantages, and implementation. Chapters include: (1) "What Is Looping, and What Are Its Benefits?"; (2) "What Questions Do Most Parents Ask about Looping?"; (3) "How Will Looping Affect Me as a Teacher?"; (4) "This All Sounds Too Good To Be True! Are There Downsides with Looping?"; and (5) "I Need Details--How Do I Implement Looping?" The book concludes with an appendix, "Retention--A High-Stakes Decision," and a Resource section. The Resource section contains approximately 300 references organized by subject. (LPP)

ED 411 087 PS 025 781

Copeland, Tom
Family Child Care Tax Workbook. Redleaf Press Business Series.
PUB DATE- 96
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Business Administration; *Day Care; Early Childhood Education; *Family Day Care; Self Employment; Small Businesses; Tax Credits; Tax Deductions; *Taxes
IDENTIFIERS- Business Partnerships; Child and Adult Care Food Program; Depreciation; Earned Income Tax Credit; Income Tax Deductions; Income Taxes; Individual Retirement Accounts; Time Space Percentage (Taxes)

This workbook presents information to assist taxpayers in completing their 1996 federal income tax forms for their family child care business and is designed to be used in conjunction with "The Basic Guide to Family Child Care Record Keeping." Procedures prior to filing the tax return are discussed and calculation of the time-space percentage is presented. Individual chapters cover each of the following forms or topics: (1) Form 4562 Depreciation and Amortization; (2) Schedule C Profile or Loss From Business; (3) Form 8829 Expenses for Business Use of Your Home; (4) Schedule SE Self-Employment Tax; (5) Schedule EIC Earned Income Credit; (6) Form 8826 Disabled Access Credit; (7) Form 1040; (8) Form 1040 ES; (9) Form 3115 Application for Change in Accounting Method; (10) Individual Retirement Arrangements, Simplified Employee Pension, and Keogh Plans; (11) Partnerships; (12) Form 4797 Sales of Business Property; (13) sale of home; (14) leaving the frequently than urban schools. Data also indicate that urban teachers initiated discipline referrals far more frequently than rural teachers. Appendix includes referral form and results. (LP)

ED 411 104   RC 020 788

Herzog, Mary Jean R.
Conditions, Attitudes and Concerns in Rural Education: An Examination of the Appalachian Counties of North Carolina.
PUB DATE- 96
NOTE- 15p.; Paper presented at the Annual Meeting of the National Rural Education Association (San Antonio, TX, October 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Education Majors; Elementary Secondary Education; Higher Education; Quality of Life; Rural Areas; Rural Education; Rural Urban Differences; *Rural Youth; *School Attitudes; *Stereotypes; *Student Attitudes
IDENTIFIERS- Appalachia; *North Carolina (West); *Western Carolina University NC

This paper examines rural conditions from three perspectives: education, demographics, and economics from national, state and regional data sources; Rural Attitude Survey data from students at Western Carolina University in the Appalachian mountain region; and concerns of teachers about education in the region derived from focus group discussions. A brief review points out that North Carolina's rural population is decreasing and growing older, has a lower median income than the urban population, and has higher proportions of poverty and the working poor. Nationally, the gap in high school completion rates between rural and urban populations has narrowed but the gap in college completion rates has increased. Western North Carolina is deficient in the areas of quality child care, adult functional literacy, college completion rates, and implementation of new technologies. Definitions of rural are ambiguous and ambivalent and characterized by negative images. Negative attitudes and stereotypes about rural people and Appalachians are prevalent and affect student self-concept. Nevertheless, a survey of 155 students in education classes at Western Carolina University revealed overwhelmingly positive feelings for rural areas and their home communities, a strong sense of community and connection, and positive attitudes toward the university and its surroundings. The responsibility of a rural university to its region's rural communities is discussed. (SV)

ED 411 105   RC 020 812

Nursing...A Tradition of Caring. Quentin N. Burdick Indians into Nursing Program.
SPONS. AGENCY- Indian Health Service (PHS/HSA), Rockville, MD.
PUB DATE- 96
NOTE- 15p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *American Indian Education; American Indians; *College Programs; College Students; Higher Education; *Nursing Education; Program Descriptions; *School Holding Power; Social Integration; Student Recruitment

DESCRIPTORS- Agency Cooperation; *American Indian Education; Coordination; *Culturally Relevant Education; Educational Objectives; *Educational Planning; Elementary Secondary Education; *Grants; *Program Proposals; *Technical Assistance
IDENTIFIERS- *Ethnic Heritage Studies Program

Local education agencies (LEAs) that receive Title IX formula grants are required to develop comprehensive plans to meet the culturally related academic needs of American Indian students and to promote their achievement of high academic standards. This report analyzes and assesses the quality of the comprehensive plans submitted by Title IX grantees in 1995-96 (the first year of the requirement). A detailed review was conducted of 138 of the approximately 1,300 Title IX formula grant applications submitted in 1995-96. Information was also gathered through telephone interviews with representatives of local and state education agencies, state and national Indian education organizations, and former Indian Education Technical Assistance Centers. Almost half of the applications failed to mention a comprehensive plan. Over half did not refer to content and performance standards; coordination among federal, state, and local programs; and plans to assess the performance of all American Indian students (not just project participants). About half did not relate Indian education goals to those of other state and local plans, and did not refer to professional development. Almost half did not mention plans to share student assessment results with the community. Findings are outlined on the LEAs' planned activities in the following areas: meeting the culturally related academic needs of Indian students; professional development; aligning goals with those of other improvement plans and with state and local standards; program coordination; performance goals and benchmarks; student assessment; and communication to parents and community. Examples demonstrate how some projects are fulfilling Title IX expectations in each area. Suggestions for improving Title IX comprehensive plans focus on technical assistance, agency cooperation, and broadened participation in planning. (SV)

ED 411 121   RC 021 139

Esveld, Louise E.; Boody, Robert M.
Interagency Collaboration: A View from the Rural Principal's Chair.
PUB DATE- 97
NOTE- 20p.; Revised version of a paper first presented at the Annual Meeting of the Mid-Western Educational Research Association (16th, Chicago, IL, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; *Agency Cooperation; Ancillary School Services; *Delivery Systems; Family School Relationship; High Risk Students; *High Schools; Organizational Communication; *Principals; *Rural Schools; Small Towns; Student School Relationship

As schools and youth-serving agencies struggle to meet the needs of at-risk children and families, interagency collaboration is being proposed as an effective, efficient means of service delivery. However, most writing on interagency collaboration has been from the perspective of service providers, not schools, and has given little consideration to the special concerns of collaboration in rural communities. This paper examines rural issues in agency collaboration from the perspective of one principal in a rural school. A literature

This proceedings of the annual conference of the International Group for the Psychology of Mathematics Education (PME) includes the following research papers: "The Impact of Meaning on Students' Ability to Negate Statements" (T. Barnard); "A Study of the Secondary Teaching System about the Concept of Limit" (L. Espinosa & C. Azcarate); "Difficulties Teaching Mathematical Analysis To Non-Specialists" (M.M.F. Pinto & E. Gray); "Reasons to Be Formal: Contextualising Formal Notation in a Spreadsheet Environment" (J. Ainley); "Articulation Problems between Different Systems of Symbolic Representations in Linear Algebra" (M. Alves-Dias & M. Artigue); "Analgebraic Interpretations of Algebraic Expressions: Functions or Predicates?" (H. Bloedy-Vinner); "Students' Responses Utilizing the Procedural and Structural Aspects of Algebra" (C. Coady); "Word Problems: Operational Invariants in the Putting into Equation Process" (A. Cortes); "A Case Study of Algebraic Scaffolding: From Balance Scale to Algebraic Notation" (J.T. da Rocha Falcao); "The Absolute Value in Secondary School: A Case Study of 'Institutionalization' Process" (J.J. Perrin-Glorian); "The Gap between Arithmetical and Algebraic Reasonings in Problem-Solving Among Pre-Service Teachers" (S. Schmidt & N. Bednarz); "The Influence of Problem Representation on Algebraic Equation Writing and Solution Strategies" (K. Stacey & M. MacGregor); "The Development of Elementary Algebra Understanding" (E. Warren); "Algebraic Thinking in the Upper Elementary School: The Role of Collaboration in Making Meaning of 'Generalization'" (V. Zack); "Developing Clinical Assessment Tools for Assessing 'at Risk' Learners in Mathematics" (R.P. Hunting & B.A. Doig); "Analysis of Errors and Strategies Used by 9-Year-Old Portuguese Students in Measurement and Geometry Items" (G. Ramalho & T. Correia); "Teachers' Conceptual Framework of Mathematics Assessment" (L. Rico, F. Fernandez, F. Gil, E. Castro, A. del Olmo, F. Moreno, & I. Segovia); "Qualitative Features of Tasks in Mathematical Problem Solving Assessment" (M. Santos Trigo & E. Sanchez); "The Influence of Teachers on Children's Image of Mathematics" (L. Brown); "Listening to Students' Ideas: Teachers Interviewing in Mathematics" (M. Civil); "Analyzing Four Preservice Teachers' Knowledge and Thoughts Through Their Biographical Histories" (D. Fernandes); "Professors' Perceptions of Students' Mathematical Thinking: Do They Get What They Prefer or What They Expect?" (Y.B. Mohammad-Yusof & D. Tall); "What Are the Key Factors for Mathematics Teachers to Change?" (E. Pehkonen); "Teachers' Awareness of the Process of Change" (V.M.P. Santos & L. Nasser); "A College Instructor's Attempt to Implement Mathematical Problem Solving Instruction" (M. Santos Trigo); "Designing Computer Learning Environments Based on the Theory of Realistic Mathematics Education" (J. Bowers); "Passive and Active Graphing: A Study of Two Learning Sequences" (D. Pratt); "Between Equations and Solutions: An Odyssey in 3D" (M. Yerushalmy & M

ED 411 136 SE 057 137

Meira, Luciano, Ed.; Carraher, David, Ed.
Proceedings of the Annual Conference of the International Group
for the Psychology of Mathematics Education (19th, Recife, Brazil, July 22-27, 1995), Volume 3.
PUB DATE- 95
NOTE- 345p.; For volumes 1 and 2, see SE 057 135-136.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Research; Elementary Secondary

ED 411 150 SE 060 534

Hinzman, Kristina P.
Use of Manipulatives in Mathematics at the Middle School Level and Their Effects on Students' Grades and Attitudes.
PUB DATE- 97
NOTE- 65p.; Master's Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Concept Formation; Constructivism (Learning); Educational Strategies; Grade 8; *Grouping (Instructional Purposes); Junior High Schools; *Learning Strategies; *Manipulative Materials; *Mathematics Achievement; Mathematics Instruction; *Middle Schools; Problem Solving; Sex Differences; *Student Attitudes
IDENTIFIERS- Middle School Students; *Pre algebra

This paper reports on a study that examines mathematics scores when hands on manipulatives and group activities are used in the classroom at the middle school level. The study also explores changes in students' opinions of mathematics, assesses the intentions of females to take higher mathematics classes in high school, and surveys the amount of parental assistance students receive on homework. Students (N=27) in two pre-algebra classes participated in the study by responding to a pre-test, then participating in various activities related to the curriculum. Their scores and information collected via a survey complete the data. Survey data provides insight into student attitudes and perceptions. Results indicate that: (1) student performance is enhanced by the use of manipulative materials; (2) students' attitudes toward mathematics are significantly more positive than those in previous years; and (3) homework did not seem to positively affect student performance. The analyses suggest that the benefits of using manipulative materials in teaching algebraic concepts may not be evidenced by student grades. Contains 22 references. (DDR)

ED 411 151 SE 060 535

White, Pamela Joy
The Effects of Teaching Techniques and Teacher Attitudes on Math Anxiety in Secondary Level Students.
PUB DATE- 97
NOTE- 62p.; Master's Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Learning; Group Activities; *High School Students; High Schools; Learning Activities; Mathematics Achievement; *Mathematics Anxiety; *Mathematics Instruction; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- Hands on Mathematics; West Virginia

The purpose of this study was to determine if teaching techniques and teacher attitudes tend to reduce math anxiety in secondary-level students. The research group consisted of 48 secondary students enrolled in Algebra I at a rural school in West Virginia, with the experimental period lasting 12 weeks. The control group was instructed in the teacher's usual manner, whereas the experimental group received treatment on coping with math anxiety. Treatment involved positive teacher attitudes, as well as cooperative learning and hands-on group activities. Math anxiety levels were measured using the Math

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Asian Studies; *Controversial Issues (Course Content); Diplomatic History; *Educational Resources; Foreign Policy; *History Instruction; *Instructional Materials; International Relations; Political Issues; Reading Material Selection; Secondary Education; Social Studies; Supplementary Reading Materials; *United States History; *Vietnam War; World History
IDENTIFIERS- ERIC Digests; *Vietnam

This digest discusses the need for teaching about the Vietnam War, possible reasons for the negligible treatment the subject receives in social studies classes, and some instructional approaches to the material. Currently, students lack a systematic and detailed knowledge of this turning point in U.S. history. The impact of the Vietnam War on U.S. foreign policy, domestic politics, and social history cannot be overestimated. The controversial nature of the War and its ensuing political opposition are reasons teachers shy away from this subject. They also are discouraged by the superficial and often distorted textbook coverage, time constraints, and a lack of worthwhile supplementary materials. Three aspects of the Vietnam conflict that should be covered in social studies instruction are identified. These are the conflict itself, the geographic concepts of places/regions and physical systems, and the gamut of homefront issues ranging from the anti-war demonstrations to the political ramifications of the War. To these ends, the digest lists several educational resource kits and theme issues of social studies journals. It also provides an address list of Southeast Asian resource centers and veterans' organizations thats often publish resource packets and teaching materials. In addition, journal articles, annotated bibliographies, and teaching guides are noted. (MJP)

ED 411 176   SO 027 326

The American Economy: Government's Role, Citizen's Choice. Second Edition. Student Text and Teacher's Guide.
PUB DATE- 94
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Budgeting; *Budgets; *Economic Climate; Economic Factors; Economic Impact; *Economics; Economics Education; *Financial Policy; Government Role; *Monetary Systems; *Public Sector; Secondary Education; Social Studies; Socioeconomic Influences

The Student Text and Teacher's Guide examine the government's role in the U.S. economy and how the choices made by the government in Washington affect each individual. The student text is divided into four chapters. Chapter 1, "Government's Role in the Economy," discusses why government gets involved in the economy and examines the social and economic goals the government tries to achieve. Chapter 2, "How Government Affects the Economy," focuses on how government monetary, fiscal, and trade policies affect the economy. Chapter 3, "The Federal Budget and the Economy," presents how the federal government raises and spends money and the process by which Congress and the president set the nation's financial priorities as they

Gifts of the Spirit: Multiple Intelligences in Religious Education.
PUB DATE- 96
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Catholic Educators; Catholic Schools; Catholics; Elementary Secondary Education; *Heterogeneous Grouping; Parochial Schools; *Religious Education; Religious Organizations; Teaching Guides
IDENTIFIERS- Catholic Church; *Multiple Intelligences

This book provides practical direction for religious educators in teaching heterogeneous groups of learners by employing a broad range of teaching and learning approaches. The booklet explains the attributes of multiple intelligence theory, including the seven types of intelligence, and provides suggestions for engaging students in each intelligence area. The seven intelligences include linguistics, musical, logical-mathematical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal. Twelve sample lessons calling for the application of different types of intelligences at educational levels from early childhood through adulthood are given. Strategies that can be applied across the curriculum are described. Contains 15 references. (RJC)

ED 411 199 SP 037 426

Applying Research about Instructional Strategies That Work with At-Risk Students. Training Program Designed for Extended School Services, Kentucky Department of Education.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- 93
NOTE- 95p.; The references, appended readings, and many activity pages contain broken type and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economically Disadvantaged; *Educational Strategies; Elementary Secondary Education; Faculty Development; *High Risk Students; Inservice Teacher Education; Instructional Materials; *Special Needs Students; *Teaching Methods
IDENTIFIERS- *Kentucky Education Reform Act 1990

Designed to promote the goals of the Kentucky Education Reform Act, the purposes of this training module are: (1) to identify common fallacies about instruction for at-risk students; (2) to identify factors associated with successful instruction for this population; and (3) to apply this learning to the extended school program at participants' schools. The module is divided into three major sections: "Awareness"; "Factors Associated with Successful Instruction for At-Risk Students"; and "Programmatic Suggestions." The training materials actively involve teachers in making connections to their own school's extended services for at-risk students. The anticipated length for the entire module is approximately five and one half contact hours; suggested agendas and formats for two after-school sessions or one full day session are included. Each section contains background information on the topic, an overview of the module, and suggested activities. Four readings are appended. (Contains 23 references.) (ND)

*Ethnography; Feminist Criticism; Higher Education; Metaphors; *Racial Attitudes; *Racial Identification; *Teacher Attitudes; Teacher Characteristics; Teachers; Whites
IDENTIFIERS- *Silence

In ethnographic research, silence can be probed as a filter through which to understand metaphors present and absent in conversations. The question posited in this study is how to account for silence as deliberate. From analysis of conversational interactions with classroom teachers, it became apparent that the silences also had meaning, that they were "inhabited." Probing of the silences revealed that although the focus of the conversations was race, the teachers' awareness of themselves as raced (i.e., as having a racial identity) was absent from the conversations. When asked how they described themselves, the teachers included many non-racial descriptors; race was also absent from written biographies. Because whiteness continues to be construcd as the norm, it is rendered invisible. Additionally, when asked how they saw themselves racially, the responses focused not on their race but rather on their identity as white women. Reversing the polarities of silence and talk, or treating talk as the ground and silence as the figure for analysis, results in making the familiar strange and the strange familiar. It is suggested that researchers can become more open to the possibility of multiple meanings in silences and thus find new areas for research. (Contains 26 references.) (JLS)

ED 411 218   SP 037 508

Sassi, Annette M.; Morse, Amy; Goldsmith, Lyna T.
What Makes for a Good Beginning? Improvising in an Elementary Mathematics Teacher Inquiry Group.
PUB DATE- 97
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Discussion Groups; *Educational Improvement; Elementary Education; Elementary School Mathematics; Elementary School Teachers; *Inquiry; Inservice Teacher Education; *Mathematics Education; *Mathematics Teachers; *Reflective Teaching; Teacher Researchers

This paper describes and analyzes the experiences of an inquiry group that was part of a National Science Foundation-funded elementary mathematics teacher enhancement project, the "Mathematics for Tomorrow Project." Inquiry group meetings focused on discussions and interpretations of data that teachers have brought from their classrooms. A 3-member team worked on developing the design for this inquiry group. In preparation for each session, the members visited each others classrooms to gather data for later exploration. Some sessions included brainstorming about specific teaching activities, others were presentations, and others used vignettes. The vignettes proved to be the best trigger for focus group discussion. Participants seemed most able to connect with the vignettes which were short accounts of student interactions. Other observations during the course of the inquiry discussions led to additional insights. Creating a space of inquiry required the leader to be aware and attentive to the situation, have a perspective of where the teachers were in their own learning, and be emotionally aware of connections to and within

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Computer Literacy; Elementary Education; Elementary School Students; Elementary Schools; *Faculty Development; Graduate Students; Higher Education; Professional Development Schools; Student Motivation; *Student Role; Teacher Improvement; *Teacher Motivation; Teaching Skills
IDENTIFIERS- *Learning Communities; *Technology Integration

The intent of this "bottom-up" project was to create a community of learners to facilitate the implementation of computer technologies in the elementary school curriculum. The participants were 6 graduate students and their professor, 10 teachers (grades 1-5), their students, and the librarian in a Professional Development School. Each week on "Tech Days" the students received training for one-half hour, with the graduate students and the professor providing training in computer applications. Second semester, in addition to "Tech Day" instruction, some students received extra intensive training to enable them to serve as "experts" in the classroom environment. University team members were responsible for planning activities with the teachers and librarian and providing after-school sessions for teachers. Study findings revealed both benefits and limitations to this approach. Benefits included increased motivation for teachers to learn about and use technology in their classrooms, changes in the attitudes and motivation of the students, and more independence and confidence in using technology. Limitations focused on logistics (number of available computers, time problems, inadequate staffing and funding). As a result of this "bottom-up" approach, teachers became more for frequent users of technology, and they began to use their students' expertise to increase their own computer skills. (Contains 16 references.) (ND)

ED 411 238 SP 037 530

Looney, Joann
Mentoring the Beginning Teacher: A Study of Influencing Variables.
PUB DATE- 97
NOTE- 39p.; Paper presented at the Annual Meeting of the Eastern Education Research Association (30th, Hilton Head, SC, February 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Context Effect; Elementary Education; Elementary School Teachers; *Mentors; Program Effectiveness; Teacher Attitudes; Teacher Improvement
IDENTIFIERS- New Jersey (Bergen County); Teacher Needs

This study examined how the needs of beginning teachers, teaching context, and the New Jersey District Induction Program affected beginning teacher induction success. This program compels districts to implement an induction program for traditionally prepared teachers during their first teaching year. From the 18 Bergen County (New Jersey) school districts that hired provisionally certified teachers, eight mentor/protege pairs were identified. The participants were elementary school teachers, predominantly female, and racially diverse. Participants completed interviews at the middle and end of the interaction effect is statistically tested using a multiple regression model. Second, the interaction effect is plotted, and if the interaction effect is disordinal, the intersection point of the regression lines is calculated. Third, the Johnson-Neyman confidence limits are calculated. A list of the computer commands that can be used in conjunction with the Statistical Package for the Social Sciences (SPSS) PC computer software to calculate the Johnson-Neyman confidence limits is provided. In addition, this three-step analytical procedure is applied to a set of efficacy data that was collected in a study of the FOCUS instruction model developed by G. Russell (1992) to illustrate how it can be used by researchers and program evaluators. An appendix presents the computer program for the calculation of the confidence limits. (Contains 2 figures, 2 tables, and 16 references.) (Author/SLD)

ED 411 257 TM 027 198

Hennessy, Judy
Reinventing Teacher Evaluation: A Study of the Impact on Beginning Teachers.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Evaluation Methods; Mentors; *Professional Development; Qualitative Research; *Self Efficacy; Teacher Attitudes; *Teacher Evaluation; Urban Schools

A qualitative study was undertaken to examine the perceptions of beginning teachers who were evaluated through an innovative teacher evaluation process. The evaluation was the Collaborative Assessment Procedure (CAP) implemented in a large midwestern urban school district. Beginning teachers were assigned a teacher consultant who observed the teacher and shared the observations in conferences. The research attempted to determine if a link existed between the new teacher performance evaluation process and the beginning teachers' sense of efficacy with respect to students and other teachers. Twenty-one teachers who had participated in this process were interviewed. Thirteen experienced affirmation in the process and thought that the CAP process nurtured their professional development. Other participants experienced the CAP process as surveillance, and were much less positive about its effects. Twenty of these teachers were convinced that they could affect the lives of their students significantly. Fifteen spoke of a strong link between their CAP experiences and their growing sense of personal efficacy. Two gave CAP only slight credit for their increased sense of efficacy, and only one did not report an enhanced sense of efficacy at the end of the CAP year. The process was acknowledged to recognize the varying levels of professional development of these beginning teachers. While the construct of teachers' sense of efficacy remains difficult to assess, the CAP approach appears to enhance it for beginning teachers. (Contains 14 references.) (SLD)

ED 411 258 TM 027 201

Bong, Mimi
Perceived Similarity among Tasks and Generalizability of Academic

Laboratory, 1993) assesses: (1) teachers' beliefs about learners, learning, and teaching; (2) teachers' perceptions of their classroom practices in domains of practice identified in the "Principles"; and (3) students' perceptions of teacher classroom practices in these same domains. Major findings were that effective teachers demonstrate more implementation of learner-centered domains of practice than less effective teachers, and that student perceptions of teachers' implementation of learner-centered practices and student self-efficacy ratings predicted student achievement. The Learner-Centered Battery can be used to predict high quality teaching in that it reliably differentiates effective from less effective teachers. (Contains 4 tables and 20 references.) (Author/SLD)

ED 411 277 TM 027 260

Farr, Beverly P.; Garcia-Sims, Angela; Garcia Fontana, Rose Marie
The Complexities of Evaluating Bilingual Education Programs.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Bilingual Education; Cultural Differences; Educational Assessment; Elementary Secondary Education; *Equal Education; Evaluation Methods; Language Minorities; Limited English Speaking; Minority Groups; *Performance Based Assessment; Spanish Speaking; *Special Needs Students; *Standards; Test Bias; Testing Problems
IDENTIFIERS- Arizona Student Assessment Program

As part of a discussion of the complexities of evaluating bilingual education, this paper discusses critical questions related to equitable education. A first concern is the development of standards. Children must be given equal opportunities to learn, but the development of standards and new assessments alone will not ensure that inequities will disappear. Performance assessments are not an answer either, since the implementation of performance assessments will show that test bias does not simply go away. Potential causes of bias in performance assessments will be language-dependent skills and the problem of situational or cultural contexts in the assessments that are unfamiliar to students from certain cultures. Practical approaches to ensuring accuracy in assessments for students with diverse learning needs begin with providing reasonable access to manipulatives and resources when possible and making sure the language of the directions is clear. Educators should request special administration conditions for students when needed. An example of mediated administration that is more equitable for students is presented in the Arizona Student Assessment Program (ASAP) (no longer the state assessment) and its accommodations for Spanish speaking students. Strategies are included for administering the ASAP in English to limited English proficient students. (Contains two tables.) (SLD)

ED 411 278 TM 027 261

Tucker, Charlene G.; Andrada, Gilbert N.
Accountability Works: Analysis of Performance by Grade Span of School.

ED 410 845 HE 030 419

Bangura, Abdul Karim
Hold Everything!: Emerging Problems in Institutional Accountability for Retention and Graduation.
PUB DATE- 95
NOTE- 10p.; Paper presented at the Tenth Anniversary National Conference, National Higher Education Conference on Black Student Retention (Washington DC, November 13-18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Articulation (Education); College Bound Students; *College Entrance Examinations; *College Freshmen; College Transfer Students; Community Colleges; Evaluation Criteria; Higher Education; Information Technology; Information Transfer; Multicampus Colleges; Part Time Students; *School Holding Power; Scores; Student Attrition; Test Validity; *Transfer Policy; Two Year Colleges
IDENTIFIERS- *Scholastic Assessment Tests; *University of Maryland

This paper discusses the use of Scholastic Assessment Test (SAT) scores and other elements affecting institutional accountability in the University of Maryland system. It asserts that SAT scores in and of themselves are not accurate predictors of retention and success. The publication of SAT scores of first-time, full-time freshmen clearly is as not adequately accounting for the large numbers of transfers and part-time students who constitute these universities' complete undergraduate populations. The use of incoming first-time, full-time student SAT scores for purposes of accountability for retention and graduation rates penalizes these institutions. The recommendation is to focus on the 25th, 50th, and 75th percentiles of the distribution of the combined SAT scores, since these data provide a better representation of an institution's freshman class than does the average SAT score of first-time freshmen. These percentiles and the interquartile range measure the degree of homogeneity in SAT scores of a freshman class and thus more adequately describes the undergraduate student body. In a time of budget constraints, issues of technology, of articulation between high schools and two-year and four-year institutions, and of distance learning programs present both challenges and opportunities for institutions now educating a much wider array of students. Better methods will have to be found to track students coming out of new teaching styles such as 'school to work' and 'tech prep' programs. (BF)

ED 410 846 HE 030 420

Chliwniak, Luba
Higher Education Leadership: Analyzing the Gender Gap. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.; For the full report, see HE 030 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

(HTML) forms can be posted to an Internet web site to conduct survey research. While data from electronic surveys may not be as representative as that from a mail survey, the former is more likely to save money and time. Sample HTML form commands, a HTML form file, input types and subcommands, and HTML code used for a first-year survey are included. (Contains 10 references.) (CH)

ED 410 863 HE 030 459

Hickman, Randall C.; Quinley, John W.
A Synthesis of Local, State, and National Studies in Work Force Education and Training. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *Community Colleges; Content Analysis; Economic Development; Educational Policy; Institutional Mission; *Job Training; *Labor Force Development; Meta Analysis; Needs Assessment; Research Methodology; Research Needs; Role of Education; *School Business Relationship; *School Community Relationship; Training Objectives; Two Year Colleges
IDENTIFIERS- *AIR Forum

This study investigated what the workforce education, training, and retraining needs of businesses and organizations in the United States are, and how well community colleges are meeting these needs. Conventional and meta-analytical methods were employed to analyze a sample of 10 local, state, and national studies in workforce development with a secondary analysis conducted for the purpose of quantitatively and qualitatively integrating the findings. Content analysis methods were used to provide an analysis of survey comments and other qualitative data in the studies. The results of the synthesis supported two general conclusions: (1) community colleges are responding to the needs for workforce education and training for all types and sizes of business and for specific training needs; and (2) they are meeting the needs of business by providing customized, high quality, flexible workforce training programs. Additional research is suggested to validate the extent to which employers across the country agree in their perceptions about work force development needs and issues and there should be a systematic exploration of the agreement of the perceptions of employers and community college administrators concerning the central issues in workforce development. (Contains 28 references.) (Author/JLS)

ED 410 864 HE 030 460

Tamada, Mike; Inman, Claudia
Survival Analysis of Faculty Retention Data: How Long Do They Stay? AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 36p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Models; *National Surveys
IDENTIFIERS- *AIR Forum; Benchmarking; *Integrated Postsecondary Education Data System

This study analyzed 13 national datasets and evaluated their utility for addressing policy questions concerning college faculty availability (such as minority hiring, affirmative action, supply and demand in specific disciplines) and the overproduction of Ph.D.s. Each dataset was evaluated for its utility in modeling faculty availability. Also documented were the types of assumptions which need to be addressed in building models based on these datasets. Every national survey instrument related to faculty was reviewed, along with information about the data element dictionary, the value labels for categorical variables, the sample size, the population size, error estimates and weighting procedures. Analysis of the datasets suggests that, while many important policy questions may be studied with the data, it is not currently possible to complete the critical cross-tabulation of gender within ethnicity by rank within tenure status by discipline at the institution level. It is recommended that the Integrated Postsecondary Education Data System expand its survey to include a table on full-time instructional, research and service faculty. The table should be broken out by gender within ethnicity by rank within tenure status by discipline clusters. (Contains 55 references.) (DM)

ED 410 882 HE 030 479

Huffman, John P., Jr.; Schneiderman, Stuart
Size Matters: The Effect of Institutional Size on Graduation Rates. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Bachelors Degrees; Cost Effectiveness; Expenditure Per Student; Full Time Students; *Graduation; Higher Education; Multivariate Analysis; On Campus Students; Part Time Students; Predictive Measurement; Predictive Validity; Predictor Variables; *School Holding Power; *School Size; School Statistics; Small Colleges; State Universities; Statistical Analysis; Teacher Student Ratio
IDENTIFIERS- *AIR Forum; Florida; *Graduation Rates; Pennsylvania; Time to Degree

This study examined the effect of institutional size on the six year institutional graduation rate for undergraduates, controlling for five variables known to affect graduation rate: (1) student academic preparation; (2) enrollment to dormitory capacity ratio; (3) percentage of part-time students; (4) expenditure per student; and (5) student to faculty ratio. Institution size was defined as the number of headcount students enrolled in the Fall semester of 1993. Data were gathered for 800 four-year postsecondary institutions from a variety of sources including the Integrated Postsecondary Education Survey (for headcount data) and several published national surveys of postsecondary institutions (for graduation rates, Scholastic Assessment Test scores, student-faculty ratios, and educational expense per student). Statistical analysis indicated that institutional size has a significant and negative influence on graduation rates. The state with students had greater perceptions of general health and closer relationships with their fathers. The study also found a significant relationship in the expected direction between grade point average and stressful life events, test anxiety, perception of health, and self esteem. An unexpected finding was that the correlation between transfer grade point average and first semester grade point average was not significant. Six data tables are included. (Contains 21 references.) (CH)

ED 410 900 HE 030 497

Barnett, Ronald
Higher Education: A Critical Business.
PUB DATE- 97
NOTE- 196p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; *Concept Formation; Creative Thinking; Critical Theory; *Critical Thinking; Divergent Thinking; Educational Philosophy; *Epistemology; Foreign Countries; Higher Education; Individual Development; Reflective Teaching; Rhetorical Criticism; Self Actualization; Self Concept; Self Congruence; Social Action; Social Change; Social Responsibility
IDENTIFIERS- United Kingdom

Current concepts of critical thinking need to be reconstrued into the much broader concept of "critical being" and applied to higher education. Under this construct, critical persons (students) become more than just critical thinkers; they engage critically with the world and with themselves; they not only reflect critically on knowledge, but also develop powers of critical self-reflection and critical action. Concurrent with the concept of critical being is a form of social and personal epistemology; the belief that through higher education students can be changed as persons by their experiences. Argument of this thesis, directed largely to the British university system, is broken down into three parts which are presented in three sections. In the first section, critical thinking is "rethought," the conditions of critical thought are defined, and critical theory, discourse, and critical potential are examined. In the second section, the argument moves toward a definition of critical being, with discussions of its impact on higher education, critical action, critical self-reflection, and an appropriate curriculum. The final section looks at critical thought in a corporate world, at critical professionalism, at academics as intellectuals, and at critical thinking for a learning society. Appended are a brief coda on critical space and glossary. (Contains approximately 150 references.) (CH)

ED 410 901 HE 030 498

Network of Women in Higher Education in the Pacific (NetWHEP). Report of Meeting of September 28-October 1, 1996.
PUB DATE- 96
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Employment Level; Employment Opportunities; *Equal Opportunities (Jobs); Females; Foreign Countries; *Higher Education; *Labor Force Development; Management Development;

systems, and businesses. The majority of this paper consists of printouts of presentation slides with graphics illustrating components of the network. (SWC)

ED 410 918 IR 018 480

Cavender, Jane F.; Rutter, Steve M.
Multimedia: Bringing the Sciences to Life--Experiences with Multimedia in the Life Sciences.
PUB DATE- 97
NOTE- 7p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Sciences; *Class Size; *College Instruction; *Educational Strategies; Educational Technology; Higher Education; *Instructional Effectiveness; Instructional Improvement; Instructional Innovation; *Multimedia Instruction; Teaching Methods

"Straight" lecturing as the only method for information delivery was at one time an efficient means of college teaching. Increased enrollment in the biological sciences, the diversity of preparedness of the students, and the variety of learning preferences of the students require new ways of disseminating information and assessing classroom learning. Multimedia provides an excellent tool to integrate various teaching methodologies, address differences in learning preferences, and deliver factual and conceptual information with speed and proficiency. At the introductory level where large class sizes are the norm, multimedia helps to address a number of problems: class size, learning differences, early class times, sleep deprivation, disparity in student's scientific skill levels and the attention span of students. In small upper level classes, multimedia, computer simulations, and Internet assignments help to develop a partnership between the student and the material, the student and their peers, and the student and the professor. This paper details some of the multimedia techniques that address the difficulties in teaching both large introductory and the small advanced level classes in the life sciences. (SWC)

ED 410 919 IR 018 481

Connolly, Mary V.
Ethical Issues Involving the Internet.
PUB DATE- 97
NOTE- 10p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Computer Networks; Computer Security; Copyrights; Downloading; *Ethics; Fair Use (Copyrights); *Freedom of Speech; Intellectual Freedom; *Internet; Plagiarism; *Privacy; Reprography
IDENTIFIERS- *Cyberspace

The Internet is a network of networks, sharing the same protocol and linking universities, research communities, businesses, and

ED 410 938 IR 018 500

Treadway, Ray
Integrating a Computerized Testing System and Electronic Lecture Notes in First-year Mathematics Courses.
PUB DATE- 97
NOTE- 11p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *College Mathematics; *Computer Assisted Testing; Computer System Design; *Educational Technology; *Electronic Classrooms; Higher Education; Local Area Networks; *Mathematics Instruction; Nontraditional Education
IDENTIFIERS- *Bennett College NC; Technology Integration

The integration of test-banks for computer-based testing, textbooks, and electronic lecture notes in first-year mathematics courses has changed the way mathematics is taught at Bennett College (Greensboro, North Carolina). Classes meet in two electronic classrooms each with 27 computers on a local area network and a projection system. An integrated computerized instructional system (ICISS) has been set up in both labs so that a variety of teaching/learning approaches can be used. The main objective of the system is to involve students in the learning process by avoiding excessive writing on the board, providing information in an interactive mode, and allowing students to explore some concepts through computer software. The system contains a set of extensive test-banks for each course and a graphics editor with many mathematical symbols available is used to add questions or modify questions in the test-banks. The ICISS system includes several programs that support the testing/tutorial process. An eight-digit coding system is used which allows the instructor to select the types of questions selected at random by the computer. The Course Management System produces an electronic grade book, so that scores can be entered into the grade book quickly and easily directly from the file server. Electronic Lecture Notes have been installed for Basic Mathematics, Beginning Algebra, and Pre-Calculus. A summary of the results of student attitudes in a questionnaire about the use of the ICISS materials is provided, as well as sample screens of online review and practice testing. (AEF)

ED 410 939 IR 018 501

Verbrugge, William
Distance Education via the Internet (Methodology and Results).
PUB DATE- 97
NOTE- 9p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, South Carolina, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; *Courseware; *Distance Education; Electronic

alternatives--extended construction period, noise, dust, moving materials from place to place--moving out can be a positive decision. (Author/SWC)

ED 410 957 IR 056 445

Evinger, William R., Ed.
Directory of Federal Libraries. Third Edition.
PUB DATE- 97
NOTE- 379p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Electronic Mail; *Federal Government; *Government Libraries; Higher Education; Library Catalogs; Library Collections; Library Personnel; Library Services; Online Systems; Optical Data Disks; World Wide Web
IDENTIFIERS- Military Libraries; Presidential Libraries

This reference book provides the latest information about the vast collections of U.S. and overseas federal libraries. The nearly 2,300 entries have been updated, and 123 new entries have been added. Entries include details such as the name of the library administrator, type of library, number of staff, size of collection, special subjects and special collections, depository library designation, contract status, automated operations and types of retrieval systems, CD-ROM equipment, availability of library services and how to access them, fax policy, and library publications. The libraries covered in this directory range from the Library of Congress and the Smithsonian Institution's libraries to the National Agricultural Library and National Park libraries. Military base libraries are also listed, in addition to academic libraries, government libraries, and several presidential libraries. Law, health and medicine, hospital, penal, training center, and school Indian reservation libraries are also included. This updated 3rd edition includes e-mail addresses, World Wide Web sites, and Telnet/dial-up instructions to reflect the age of electronic access and communications. Geographic information facilitates easy location of libraries on military bases. Indices include libraries arranged by name, by type, a geographic index, and a cross-referenced subject index. (Author/SWC)

ED 410 958 IR 056 446

Federal Libraries and Information Centers Data, FY 1994: On Disk Diskette .
PUB DATE- 97
NOTE- 0p.; For corresponding report, see ED 397 859.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- ion to academic libraries, gove several presidential libraries. Law, health and medicine, hospi,Numerical/Quantitative Data (110)
DESCRIPTORS- Federal Government; *Government Libraries; Library Automation; Library Collections; Library Expenditures; Library Personnel; Library Services; *Library Statistics; *Library Surveys; *National Surveys; Preservation; Tables (Data); Users (Information)

This diskette contains the data file from the Federal Libraries and Information Centers Survey, Fiscal Year 1994. The survey gathered data on federal libraries in the 50 states and the District of Columbia for fiscal year 1994. This data file thoughtfully defined and the site is carefully designed, developed, and maintained. Although the tools are available in most libraries, the staff time involved in development and maintenance must be considered when a library contemplates the establishment of an Intranet. A statement of Intranet purpose and guidelines prepared by the development team is provided. (Author/SWC)

ED 410 978 IR 056 476

Jurena, Donna Phin; Daniels, Ceri Natalie
Two Heads are Better Than One: Team Teaching in the Information Age.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Nebraska Library Association (Crete, NE, May 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Cooperative Planning; Higher Education; *Information Retrieval; Information Skills; *Librarians; *Library Instruction; Research Skills; Students; Teacher Collaboration; *Team Teaching
IDENTIFIERS- *Doane College NE

The success of Computer Science Applications 109, Information Retrieval Skills, at Doane College (Nebraska) is the result of a team effort. Until the fall of 1993, the class was taught by a single instructor. During the training of a new librarian, it was discovered that a team approach might benefit the students as well as the library faculty, and a new course in computerized searching was begun. This paper discusses the advantages and drawbacks of team teaching, course content, and teaching methodology. Advantages of library team teaching include: having two instructors instead of one to assist students; livelier and less formal classroom atmosphere; cooperative learning environment, as modeled by the instructors; individual instructor workload is lessened; reduced instructor stress associated with bibliographic instruction due to support of additional instructor; and it is easier to revise and update course content. Drawbacks include: the success of the course is dependent upon the success of the teaching team partnership; instructors must be in agreement in front of students; librarians must discuss student special circumstances and agree on a course of action; and time constraints on other library staff as both librarians must be absent from the library at the same time. The class research paper search strategy handout and final project assignment are appended. (Author/SWC)

ED 410 979 IR 056 477

Pierce, Layne
BI with an Attitude: Or Attitudinal Factors in Bibliographic Instruction.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Nebraska Library Association (Crete, NE, May 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Education; *Cooperative Programs; *Corporate Education; Corporations; Educational Needs; General Education; *Inplant Programs; *Labor Force Development; Models; *School Business Relationship; Two Year Colleges

Employers have begun to see that one of the keys to corporate success is a workforce of adaptable and agile learners who are constantly upgrading skills. While a gap currently exists between employer needs and qualified employees in the marketplace, businesses have shown themselves to be willing to fill unmet needs. Over 1,000 corporate colleges have been founded to date and many corporations are hiring chief learning officers. Community colleges should consider establishing corporate colleges since they can generally accomplish the task more cost-effectively than corporations and have experience creating learning environments for adults. California's West Valley Mission Community College has established a corporate college program that provides support services at company sites; ensures that paperwork, instructional materials, and grades are delivered to the workplace in a timely fashion; and meets the academic and financial needs of students. Four models of corporate college structure include the accelerated associates program, offering an established schedule of classes at company sites; the blended associates degree, providing 80% of the courses at company sites and requiring students to take the remaining 20% on campus; the consortia model, allowing students from various non-profit agencies and smaller companies to participate; and general education courses offered at a client site, with class schedules designed to meet the client's needs. (HAA)

ED 410 998 JC 970 444

McLeod, Marshall W.
Marketing Survey of PJC Students, Spring 1997. Report Number R-97-585.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Choice; Community Colleges; *Enrollment Influences; High School Graduates; *Information Sources; *Institutional Characteristics; Multicampus Colleges; Questionnaires; *Student Attitudes; Student Surveys; Two Year College Students; Two Year Colleges
IDENTIFIERS- Pensacola Junior College FL

In spring 1997, Florida's Pensacola Junior College (PJC) undertook a survey of enrolled students to determine why they had selected PJC, sources of information that led them to the college, and the unique elements of PJC that caused them to enroll. Three samples were developed for the study: mainly previous year high school graduates attending PJC's Pensacola campus; mainly adult, "second career" students at the college's Warrington campus; and mainly older returning students attending the college's Milton campus. Findings included the following: (1) reasons cited as important or very important by all three groups for enrolling at PJC were guaranteed university admission upon graduation, personal attention to students, low tuition, and the college's academic reputation; (2) the most important factor for the recent high school graduate group was low tuition; (3) the second career group cited campus locations and low tuition as the most important, while the returning students cited campus locations and

California Community Colleges (CCC), this six-part report details 39 resolutions that were adopted by the Senate, 1 that was determined to be non-urgent, 3 that were referred, and 10 that failed. The first part presents the adopted resolutions organized by the following areas: (1) the Academic Senate; (2) accreditation, related to faculty representation in the process and the open selection of self-study chairs; (3) articulation and transfer, including content standards in English and mathematics; (4) state and legislative issues, related to alcohol consumption at campus functions, encouraging student voting, and health benefits; (5) curriculum, including Title 5 changes and program prerequisites; (6) a disciplines list; (7) technology, including technology support plans and policies for Web sites; (8) faculty development; (9) general concerns related to the use of campus consultants; (10) intersegmental issues; (11) library and learning resources, including policies on categorical funding and information competency; (12) local senates, including policies on technical assistance, administrator hiring, and clerical support; (13) professional standards related to minimum qualifications and preparing teaching schedules; and (14) students. The second section provides the non-urgent resolution, while the third details three that were referred to Senate committees. The fourth section presents the 10 resolutions that failed, including proposals related to enrollment management, parenting classes, course equivalency processes, and harassment and unprofessional conduct. The final sections define acronyms used in the report and provide a list of voting delegates. (BCY)

ED 411 017 JC 970 491

Academic Senate for California Community Colleges: 29th Spring Session Resolutions (San Francisco, California, April 10-12, 1997).
PUB DATE- 97
NOTE- 66p.; For the fall 1996 resolutions, see JC 970 490.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Articulation (Education); College Curriculum; *College Governing Councils; Community Colleges; Diversity (Institutional); Educational Finance; *Educational Policy; Faculty Development; Grading; *Policy Formation; Statewide Planning; Two Year Colleges; Vocational Education
IDENTIFIERS- *California Community Colleges

Documenting the spring 1997 session of the Academic Senate for the California Community Colleges (CCC), this six-part report details 44 resolutions that were adopted by the Senate, 3 that were determined to be non-urgent, 3 that were referred, and 8 that failed. The first part presents adopted resolutions organized by the following areas: (1) the Academic Senate, including redefining faculty productivity; (2) affirmative action and cultural diversity, including a change in the CCC anti-discrimination statement; (3) articulation and transfer; (4) budget and finance, related to budget development and alternative funding mechanisms; (5) state and legislative issues, related to faculty hiring and part-time faculty office hours; (6) consultation with the CCC Chancellor's Office; (7) counseling, including standards of practices; (8) curriculum, including good practices and a model; (9) a disciplines list; (10) technology, including requirements for distance learning; (11) general concerns; (12) grading; (13) local senates; (14) matriculation; (15) professional standards; (16) students; (17) vocational education, including the use of the Internet and compared to SR students; (6) high anxiety GS students were the most likely group of students to indicate that clear teaching would reduce their anxiety; and (7) none of the students who reported high anxiety levels suggested that an exciting teaching style could reduce anxiety. Contains 17 references. Data tables are attached. (JDI)

ED 411 035 JC 970 509

Fiscal Year 1997 Salary Report for the Illinois Public Community Colleges.
PUB DATE- 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; College Faculty; *Community Colleges; Comparative Analysis; *Educational Finance; Faculty Workload; Full Time Faculty; Part Time Faculty; School Personnel; State Surveys; Tables (Data); *Teacher Employment Benefits; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- Illinois Community College System

This report contains fiscal year (FY) 1997 data on compensation received by employees in the 49 public community colleges in the Illinois Community College System. Data tables are first provided on contractual base salaries for full-time faculty; salary rates for part-time faculty, full-time faculty overload, and summer term; salary schedules for full-time faculty with a Master's Degree; and institutional policies related to faculty salaries and contracts. Information is then presented on contractual base salaries for non-teaching professional and administrative staff for FY 1997, salaries paid to selected administrators, a summary of FY 1997 monthly classified staff salaries, and FY 1996 fringe benefits for all full-time employees. Finally, the report provides FY 1997 mean percentage salary increases for all employees, the average total salary actually paid at the colleges in FY 1996, and average contractual salaries for FY 1993 through FY 1997. Highlighted data include the following: (1) FY 1997 average total salaries actually paid (including all overloads and compensation) amounted to $57,767 for faculty, $58,820 for administrative, and $38,370 for professional, non-teaching employees; (2) FY 1996 average fringe benefit costs for full-time employees were $5,392 for faculty, $5,816 for administrative, $5,400 for non-teaching staff, and $4,962 for classified staff; and (3) FY 1997 average salary rates were $383 per credit hour for part-time faculty, $526 for full-time faculty (overload rate), and $597 for full-time faculty (summer rate). Detailed data tables with comparative information by college are provided. (JDI)

ED 411 036 JC 970 510

Accountability and Productivity Report for the Illinois Community College System Fiscal Year 1997.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; Educational Improvement; *Improvement Programs; Institutional Mission; *Organizational Development; Organizational

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Administration; *Child Caregivers; Compliance (Legal); Day Care; Early Childhood Education; Money Management; *Recordkeeping; Small Businesses; Taxes
IDENTIFIERS- Family Day Care Providers; *Tax Preparation

This pamphlet from the Children's Foundation, in both English- and Spanish-language versions, provides advice to child care providers on record-keeping methods. The pamphlet also gives definitions and guidance on business expenses (100% deductible, shared personal and business, and depreciated capital expenses), time-space formula, self-employment tax, estimated tax, health insurance tax credit, dependent care provider's identification and certification, earned income tax credit, and state and local taxes. The guide includes a list of tax forms and resources for family child care businesses. The final section of the guide is intended to help family child care workers determine whether they are employees or independent contractors. (MT)

ED 411 052 PS 025 682

Derscheid, Linda E.
Use of Moral Stories To Assess Relations between Preschoolers' Moral Judgment and Reasoning and False Beliefs.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Developmental Stages; *Moral Development; Preschool Children; Preschool Education; Value Judgment
IDENTIFIERS- *False Beliefs

A facet of the construction of children's theory of mind is examined in a study with a two-fold purpose: to investigate whether story scenarios of typical social interaction could facilitate young children's recognition of others' false beliefs, and to study how children's concepts of moral judgment might be influenced by the recognition of a character's false beliefs. Seventeen preschoolers, ages 3-5, at a midwestern university campus day-care center were read stories about children doing familiar things in familiar settings, wherein the protagonist did not know by whom the actions were performed or to what intent. Afterward, the preschoolers were asked to make moral judgments and explanations about the stories. The results corroborate previous research, indicating that 3-year-old children tend to have difficulty conceptualizing how others may have a false belief, while 4- and 5-year-olds were more accurate in recognizing that the protagonist would have a false belief. Other differences between the age groups were also noted. Results suggest that stories, especially moral stories, may be a useful tool in helping children think about other people's perspectives and how people can make judgments when they do not have all the information. (Contains 23 references.) (MT) reflection. Teachers reported that low incomes, mobility rate, the need for social service support and cultural diversity hindered many of the students' interactions. A review of the literature suggested that children have problems getting along with others due to second language barriers, social incompetence, poor role modeling and the absence of curriculum related to social skills. Cooperative task and base groups were then created, and a classroom management plan that emphasized student responsibility and a positive climate was implemented. A social skills program was integrated into the curriculum. Post intervention data indicated an increase in student use of conflict resolution skills. It was also noted that students showed improvement in the targeted social skills, decreasing the amount of time teachers spent correcting negative behaviors. (Ten appendices contain daily and weekly tally sheets, student survey, group observer checklist, individual observer checklist, reduced lunch form, lessons for social skills, and message log responses of students.) (JPB)

ED 411 070 PS 025 743

Hodges, Linda; Wolf, Carolyn J.
Promoting Self-Esteem in a Caring Positive Classroom.
PUB DATE- 97
NOTE- 92p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Biological Sciences; Class Activities; *Classroom Environment; Elementary School Students; Intermediate Grades; Interpersonal Competence; Junior High School Students; Junior High Schools; *Peer Relationship; Physical Education; *Self Esteem; Student Participation; *Teacher Student Relationship

Noting that low self-esteem negatively affects student achievement, this action research project implemented and evaluated a program for increasing student self-esteem through a caring and positive classroom environment incorporating cooperative learning and the use of praise and rewards. The targeted population consisted of fifth grade physical education students and seventh grade life science students in an elementary school near a large midwestern city. The impact of low self-esteem on classroom achievement was documented by teacher anecdotal records on class participation, teacher journal entries describing student behavior, student reflection journal entries that described feelings and self-esteem, and self-concept assessment tools. Three areas of intervention were determined: a positive relationship between student and teacher, positive interaction among peers, and a positive and caring classroom environment. Cooperative groups were used to increase appropriate social skills and foster peer relationships. Post intervention data indicated an increase in positive self-esteem, greater student engagement in class activities, and increased achievement levels. The participation checklist for physical education, modified Florida key evaluation form, and classroom signs are appended. (JPB)

ED 411 071 PS 025 745

Hughes, Bob; Coyne, Peggy; Waddell, Sandy
Technology in a Head Start Parent Center.
PUB DATE- 97

business; (15) applying for a loan; (16) Form 1040X; (17) audits; and (18) 1997 changes in the Child and Adult Care Food Program. A sample tax return is included. Appended is a list of Internal Revenue Service forms and publications, phone numbers, and procedures for calculating food program reimbursements for the provider's own children. (KB)

ED 411 088 PS 025 782

Stenhouse, Glen
Practical Parenting: Successful Strategies for Solving Your Child's Behaviour Problems.
PUB DATE- 96
NOTE- 166p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; Anger; Attention Deficit Disorders; *Behavior Problems; Child Development; *Child Rearing; Corporal Punishment; Discipline; Divorce; Hyperactivity; Learning Disabilities; *Parent Child Relationship; *Parent Education; Parent Influence; Parent Materials; *Parenting Skills; Personality; Self Esteem; Sex Differences; Sex Education; Sexual Abuse; Sibling Relationship; Sleep; Talent; Television Viewing
IDENTIFIERS- *Behavior Management; Enuresis; Sleep Disorders; Toilet Training

Recognizing that all parents encounter challenges in raising their children, this book presents practical strategies for solving common behavior problems. Chapter 1, "Bonding," concerns the development of parent-child attachment. Chapter 2, "Encouraging Development," discusses "hot-housing," language development, and early intervention. Chapter 3, "Toilet Training," deals with readiness, modeling, and problems with older children. Chapter 4, "Night Waking," compares approaches to dealing with night waking. Chapter 5, "Nightmares," discusses sleep cycles, nightmares and night terrors, and sleepwalking. Chapter 6, "Bedwetting," suggests a program for nocturnal enuresis. Chapter 7, "Toddler Terrorism," focuses on parental expectations and behavior management techniques. Chapter 8, "Time-out," highlights this technique for curbing serious misbehavior. Chapter 9, "Smacking," discusses ways to avoid physical punishment and manage anger. Chapter 10, "Aggression and Anger," includes strategies to teach children anger management. Chapter 11, "Sibling Rivalry," describes preparing children for a new baby's arrival and rivalry in older children. Chapter 12, "Temperament and Talent," describes biological givens in children's characteristics. Chapter 13, "Hyperactivity," concerns hyperactivity and attention deficit disorder. Chapter 14, "Specific Learning Disability," deals with assessment and needs of children with learning disabilities. Chapter 15, "Girls and Boys," considers the sources of sex differences. Chapter 16, "Sexual Behaviour," discusses early sexual behavior, sex education, and sexual abuse. Chapter 17, "Television," addresses taking control of television viewing. Chapter 18, "Communication," makes suggestions for communicating effectively with children. Chapter 19, "When Parents Separate," focuses on protecting children during separation and divorce. Chapter 20, "Self-Esteem," suggests ways to enhance a child's sense of self. (KB)

IDENTIFIERS- *Student Support Services; *University of North Dakota Grand Forks

American Indians are underrepresented in the nursing profession. In fall 1990, the University of North Dakota (UND) College of Nursing received funding to increase the number of nurses providing health care to Indian people. In 1992, Recruitment/Retention of American Indians into Nursing (RAIN) became one of three Quentin N. Burdick Indian Health Programs at UND. RAIN aims to recruit American Indians into UND baccalaureate and master's nursing programs and to provide services to American Indian students to foster self-confidence and success. To further these goals, the program recruited American Indian staff members, established support networks within the university, and planned activities to increase awareness of Indian culture among faculty and students. Indian community support and involvement included an Indian advisory board, direct communication with tribes in the target area, recruitment activities on reservations, and other activities. The program's conceptual framework is based on Tinto's model of retention, which argues that retention is more a function of institutional experience than pre entry attributes and that students' academic and social integration are essential to retention. Since the inception of the RAIN program, American Indian admission and graduation rates for the UND College of Nursing have increased steadily. This document also describes mentoring, nonacademic retention strategies, multicultural activities, application procedures, various tracks and certifications within the nursing program, and student financial aid. Include photographs. (SV)

ED 411 106 RC 020 862

McCormack, Maureen

The Tragic Flaw of Educational Administration.

PUB DATE- 96

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Montreal, Quebec, Canada, November 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; Authoritarianism; *Educational Administration; *Educational Change; Elementary Secondary Education; Empathy; Ethnography; Leadership Styles; *Resistance to Change; School Districts; Small Schools; *Superintendents; *Teacher Administrator Relationship

IDENTIFIERS- *Hubris; Transformative Leadership

This essay presents an ethnographer's thoughts on the failure of educational reform following a 4-month observation of a school superintendent and her staff. The educational reform involved implementation of Sizer's model--the Coalition for Essential Schools--in a small, progressive, wealthy school district. The district consisted of a K-12 school serving approximately 300 students with 27 staff. With very high per-pupil funding, the school had a principal and a superintendent, advanced technology in all classes, and a large budget for in-service activities. Commitment to the Coalition for Essential Schools model means commitment to democratic reform. However, the superintendent held to the traditional authoritarian structure, even though smallness offered a unique opportunity for democratic community organization. Ethnographic analysis suggested that hubris was the tragic flaw preventing reform.

review describes three models of the relationship between service organizations (referral-based, cooperative, collaborative); discusses schools as service organizations; and emphasizes the central importance of the school principal in leading change toward collaboration. Multiple in-depth interviews were conducted with a high school principal in a small midwestern town. The principal was regarded as innovative and caring by peers and was not currently involved in formal restructuring of services for at-risk families and children. The interviews discussed school support services to high-risk students and families, the school's contacts with other service organizations, interactions between the school and the area education agency, barriers to interagency communication, gaps in services available locally, confidentiality issues, the flexibility and informality of the school's current system, and problems of collaboration related to "turf" issues and lack of resources. (SV)

ED 411 122   RC 021 140

Psacharopoulos, George, Ed.; Patrinos, Harry Anthony, Ed.
Indigenous People and Poverty in Latin America: An Empirical Analysis. World Bank Regional and Sectoral Studies.
PUB DATE- 94
NOTE- 252p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; American Indians; Child Labor; Demography; Economic Factors; *Educational Attainment; Elementary Secondary Education; Employment; Foreign Countries; Higher Education; Human Capital; Illiteracy; Income; *Indigenous Populations; Language Usage; Latin Americans; *Poverty; Racial Differences; *Social Differences; *Socioeconomic Status
IDENTIFIERS- *Latin America

The indigenous peoples of Latin America live in conditions of extreme poverty. This book uses empirical data from national survey sources to determine the extent of poverty among Latin American indigenous populations; to compare indigenous and nonindigenous populations with regard to socioeconomic status, living conditions, educational attainment, and occupation; and to develop policy suggestions for the alleviation of poverty. The first four chapters discuss the situation of indigenous peoples worldwide, the "costs" of being indigenous in terms of earnings and social development, demographic characteristics of indigenous peoples, and methodologies used in various national surveys and in this book's analysis. Chapters 5-8 analyze national household surveys as country case studies in Bolivia, Guatemala, Mexico, and Peru, providing data on poverty, demography, educational attainment, school enrollments, employment, health conditions, housing, earnings, illiteracy, child labor, material possessions, occupation, and migration. The results indicate that: (1) poverty among Latin America's indigenous populations is pervasive and severe; (2) indigenous populations suffer abysmal living conditions and severe health problems; (3) educational attainment is strongly correlated both with indigenous origins and with poverty; (4) parents' skills and educational attainment influence the schooling and other human capital characteristics of their children; and (5) indigenous persons work more hours and earn less than their nonindigenous counterparts. The findings suggest that if policymakers concentrate on equalizing human capital

Education; Foreign Countries; Higher Education; *Mathematics Education

This proceedings of the annual conference of the International Group for the Psychology of Mathematics Education (PME) includes the following research papers: "Some Aspects of the Construction of the Geometrical Conception of the Phenomenon of the Sun's Shadow" (P. Boero, R. Garuti, E. Lemut, T. Gazzolo, & C. Llado); "Towards the Design of a Standard Test for the Assessment of the Student's Reasoning in Geometry" (A. Gutierrez & A. Jaime); "Investigating the Factors Which Influence the Child's Conception of Angle" (S. Magina); "Children's Construction Process of the Concepts of Basic Quadrilaterals in Japan" (T. Nakahara); "Spherical Geometry for Prospective Middle School Mathematics Teachers" (E.D. Obando, E.M. Jakubowski, G.H. Wheatley, & R.A. Sanchez); "Spatial Patterning: A Pilot Study of Pattern Formation and Generalization" (M.L. Taplin & M.E. Robertson); "Students' Images of Decimal Fractions" (K.C. Irwin); "Preference for Visual Methods: An International Study" (N.C. Presmeg & C. Bergsten); "Visualization as a Relation of Images" (A. Solano & N.C. Presmeg); "Cognitive Processing Styles, Student Talk and Mathematical Meaning" (N. Hall); "Listening Better and Questioning Better: A Case Study" (C.A. Maher, A.M. Martin, & R.S. Pantozzi); "Classroom Communication: Investigating Relationships between Language, Subjectivity and Classroom Organization" (J. Mousley & P. Sullivan); "Mathematical Discourse: Insights into Children's Use of Language in Algebra" (H. Sakonidis & J. Bliss); "Teaching Realistic Mathematical Modeling in the Elementary School: A Teaching Experiment with Fifth-Graders" (L. Verschaffel & E. De Corte); "Seven Dimensions of Learning: A Tool for the Analysis of Mathematical Activity in the Classroom" (S. Goodchild); "Teaching Mathematical Thinking Skills to Accelerate Cognitive Development" (H. Tanner & S. Jones); "Towards Statements and Proofs in Elementary Arithmetic: An Exploratory Study about the Role of Teachers and the Behavior of Students" (P. Boero, G. Chiappini, R. Garuti, & A. Sibilla); "Proving to Explain" (D.A. Reid); "Beyond the Computational Algorithm: Students' Understanding of the Arithmetic Average Concept" (J. Cai); "Learning Probability Through Building Computational Models" (U. Wilensky); "Algebra as a Problem Solving Tool: One Unknown or Several Unknowns?" (N. Bednarz, L. Radford, & B. Janvier); "Negotiating Conjectures Within a Modeling Approach to Understanding Vector Quantities" (H.M. Doerr); "Preferred Problem Solving Style and Its Effect on Problem Solving in an Adult Small Group Mathematical Problem Solving Environment" (V. Parsons & S. Lerman); "Proportional Reasoning by Honduran Tobacco Rollers with Little or No Schooling" (S.M. Fisher & J.T. Sowder); "Can Young Children Learn How to Reason Proportionally? An Intervention Study" (A.G. Spinillo); "A Fifth Grader's Understanding of Fractions and Proportions" (T. Watanabe, A. Reynolds, & J.J. Lo); "Participatory, Inquiry Pedagogy, Communicative Competence and Mathematical Knowledge in a

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ED 411 137 SE 058 665

Booker, George, Ed.; Cobb, Paul, Ed.; de Mendicuti, Teresa N., Ed.

Proceedings of the Annual Conference of the International Group for the Psychology of Mathematics Education with the North American Chapter 12th PME-NA Conference (14th, Mexico, July 15-20, 1990), Volume 1.

PUB DATE- 90

NOTE- 329p.; For volumes 2 and 3, see SE 058 666-667.

Anxiety Rating Scale (MARS). Math anxiety levels were determined before and after the treatment and compared statistically using the t-test. Academic grades were also compared periodically. The MARS pretest and posttest comparison indicated that both the control and experimental groups began and ended the study with the same level of math anxiety. Likewise, both the experimental and control groups started the study on the same basic algebra skill level, progressed at nearly the same rate, and performed on the same level at the end of the study. Contains 48 references. (Author/PVD)

ED 411 152 SE 060 542

Dougan, David
40 Low-Waste, Low-Risk Chemistry Labs.
PUB DATE- 97
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemical Analysis; Chemical Reactions; *Chemistry; Educational Strategies; *Laboratory Experiments; *Laboratory Procedures; *Science Activities; *Scientific Methodology; Secondary Education; Spectroscopy; Teaching Guides

This resource book contains 40 chemistry labs and provides a single solution to the problems of purchase, storage, use, and disposal of chemicals. The text is designed to be used alone or integrated with current textbooks. A mixture of microchemistry and macrochemistry is used to provide variety and reflects trends in research and industry. Most of the experiments require one class period and difficulty levels are provided for each experiment. Each of the reproducible student activity sheets is accompanied by teacher guide pages that provide time, difficulty level, grouping, materials, preparation time, background, safety, pitfalls, typical results, calculation, and disposal. Topics include relative mass, mass-mass relationships, diffusion, emission spectra, and molar volume. An extensive section on laboratory techniques is included along with master chemical and equipment lists. (DDR)

ED 411 153 SE 060 544

Beller, Joel
25 Low-Cost Biology Investigations.
PUB DATE- 94
NOTE- 92p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Biology; Ecology; Environmental Education; *Hands on Science; Inquiry; *Laboratory Procedures; Microbiology; Plants (Botany); *Science Activities; *Scientific Methodology; Secondary Education; Teaching Guides

This book is a compilation of biology labs that are safe, simple, dependable, economical, and diverse. Some of the 25 investigations contained within this book involve organisms that are free for the taking and returned to the environment unharmed following the investigations. Students gain experience in making observations, forming hypotheses, designing experiments, interpreting data, and communicating results and conclusions. The experiments are organized into broad sections: (1) Dandelions; (2) Human Behavior; (3) Human Perspiration; (4)

prepare the federal budget. Chapter 4, "Today's Choices, Tomorrow's Legacies," concludes with the federal budget and U.S. trade deficits and how these affect the economy. A glossary of economic terms and a 48-item further reading list conclude the book. The Teacher's Guide offers classroom activities and handouts to promote active learning and enhance student understanding of the materials covered in each chapter of the student text. Students also conduct research and process information about the future of economic policy. The guide also provides unit tests and answer keys to assist in developing comprhensive lesson plans or units of study. The Teacher's Guide is divided into four units corresponding to the chapters of the student text. (EH)

ED 411 177 SO 027 330

Bouvier, Leon
Embracing America: A Look at Which Immigrants Become Citizens. Center Paper 11.
PUB DATE- 96
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship; *Demography; Foreign Policy; *Immigration; International Relations; *Migration; *Migration Patterns; Population Trends; Social Distribution; Social Science Research

This report examines the question of which immigrants to the United States are more likely to be "Americanized" and absorbed into the American nation. The 1990 census found that about 40 percent of all foreign-born residents of the United States were naturalized citizens, while among those who arrived before 1980, about 60 percent were citizens. Factors influencing naturalization rates include country of origin and social and legal pressures in the sending countries that deter their nationals overseas from taking American citizenship. Using the 1990 census figures, this study examines the correlations between naturalization and a variety of socio-economic characteristics. The study is limited to those who are presumed to have been eligible for naturalization by 1990. Several general findings are reported with suggestions given as to the reasons for differences. The results point to immigration policy changes that may increase the likelihood of naturalization. Sections of the report include: (1) "Executive Summary"; (2) "Immigration and Adaptation"; (3) "Naturalization: What Is It?"; (4) "Sources of Data and Methodology"; (5) "Basic Naturalization Rates"; (6) "The Overall Demographic Picture"; (7) "The Overall Socio-Economic Picture"; (8) "Year of Entry: The Overall Picture"; (9) "Age at Entry into the United States"; (10) "The Overall Country Picture"; (11) "Educational Attainment"; (12) "Occupation"; (13) "Income and Poverty"; (14) "Household Type"; (15) "Language"; and (16) "Conclusion." (EH)

ED 411 178 SO 027 362

Nessel, Paula A.
Law Magnet Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.; For a related document, see ED 402 234.
LANGUAGE- English

ED 411 200 SP 037 478

Supon, Viola
Community Initiatives and Service Learning.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Elementary School Students; Elementary Secondary Education; Higher Education; *Journal Writing; Preschool Children; Preschool Education; Preservice Teacher Education; Program Implementation; *Reflective Teaching; Secondary School Students; *Service Learning; Student Journals; *Student Teachers; *Student Teaching

This paper reports the results of a study of 40 student teachers and their cooperating teachers. The initiatives were implemented during one semester in various public school classrooms and sites. Most occurred with preschool and elementary students, with 10 of the student teachers in junior high or high school settings. The preservice teachers had a university requirement to do a daily journal entry. These journals were shared at seminars and a compilation of learned outcomes became part of this study. The teachers in this study reported that preservice teachers gained knowledge of citizenship and developed skills in teamwork, communication, and problem solving. Their academic skills were also sharpened as higher levels of thinking processes were generated as a result of practicing cooperative efforts. Preservice teachers found that difficulties arose regarding implementation: some were related to the planning process, agencies had difficulty in organizing activities, and obtaining parental permission forms was problematic. Overall, participants agreed that implementing an effective initiative creates a kinship that permeates the community while helping individuals become better skilled. (Contains 24 references.) (JLS)

ED 411 201 SP 037 484

Sancho, Juana M.
Description of Projects Illustrative of Practitioners' and Researchers' Relationships.
PUB DATE- 97
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; *Teacher Centers; Teacher Collaboration; Teachers
IDENTIFIERS- *Spain; *Teacher Researcher Relationship

In 1984, the Spanish government created Teachers' Centres as part of educational reform. These were intended to improve teacher inservice education and foster professionalism. The pre-Civil War pedagogical culture was somehow maintained in a few movements of "Pedagogical Renovation." The guiding principle of these movements was that schooling is the responsibility of teachers and that change cannot come from the outside, although external support can facilitate school improvement. One project the group. (Contains 13 references.) (JLS)

ED 411 219 SP 037 509

Rodgers, Carol; Tiffany, Peggy
Teacher Thinking and the Windham Partnership Reflective Teaching Seminars.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Higher Education; *Mentors; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Program Implementation; *Reflective Teaching; Rural Schools; Teacher Education Curriculum; Teacher Role
IDENTIFIERS- *School for International Training VT; Vermont

The Windham (Vermont) Partnership, a professional development school, cooperates with a Master of Arts in Teaching (MAT) program that educates foreign language and English as a Second Language teachers. Within the Partnership, there are two seminars for mentors: the Reflective Teaching Seminar and the Teacher Research Seminar. Teachers are encouraged to examine issues related to teaching and learning in their classrooms, mentoring students, and their own participation in schools. This study focuses on both of these seminars and is based on field notes from interviews with four participants in the program. Findings indicate that teachers' thinking is significantly affected in two ways: first, their actual thinking process has evolved into a more rigorous, more reflective way of thinking; and second, their thinking has resulted in insights into and specific strategies for solving problems and a heightened sense of perspective. A sense of community and support has been an important element in this partnership, especially important in a rural community setting. A table is appended with statistics on participation in the partnership. (JLS)

ED 411 220 SP 037 510

Morris, Vivian Gunn; Taylor, Satomi Izumi
Family Involvement in Education: The Role of Teacher Education.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Education Courses; Education Majors; Elementary Education; *Family Involvement; Higher Education; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; *Preservice Teacher Education; Required Courses; Student Attitudes

The primary purpose of this study was to determine the extent to which selected course experiences influenced preservice teachers' perceptions of their comfort and competence levels in planning and implementing family involvement programs in induction year. The questions discussed: (1) which beginning teacher needs affected induction success; (2) which teaching areas remained problematic; (3) how participants felt about program effectiveness; (4) which contextual variables affected success; (5) what district/state induction structures affected success; (6) how teachers' needs, context, and program interacted to affect success; and (7) implications for further induction program development and planning. Data analysis indicated that the districts were committed to the efficacy of induction. Both mentors and proteges believed that induction would ultimately positively affect the quality of education. The appendix presents statistics on direct outcomes. (Contains approximately 50 references.) (SM)

ED 411 239 SP 037 531

Abebe, Solomon; Shaughnessy, Michael F.
Strengthening the Teaching Profession: Preparing Educators To Cope with Stress.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Cooperating Teachers; Discipline Problems; Diversity (Student); Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Stress Management; Stress Variables; *Student Behavior; *Student Teacher Attitudes; Student Teachers; *Student Teaching

A 1997 survey examined the stress factors and perceived remedies of 45 K-12 student teachers and 40 K-12 cooperating teachers. Stressful events they listed included material selection, unmotivated students, working with peers, supervisor's visits, discipline, preparing for the unexpected, relationships with parents, cooperating teachers, lecture, inconsistent student behavior, time management, power debates with students, and relationships with students. Perceived solutions included expelling disruptive students, inservice workshops, parent involvement, increased security, class size reduction, payment for student teaching, presence or absence of cooperating teacher from the classroom, reduction of interruptions from pull-out programs, reduction or increase in visits by college supervisors, and having full control of the classroom from the beginning to the end of student teaching. Teachers in this survey appeared to prefer more input into the removal of students with disciplinary problems over more computers and supplies, merit pay, or better benefits. One conclusion is that teachers need better preparation for dealing with diverse students and their various needs and with disruptive, unmotivated students. (SM)

ED 411 240 SP 037 532

Mallonee, Richard L.
Applying Multiple Intelligence Theory in the Music Classroom.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Choral Music; Class Activities; *Cognitive Style; Elementary Secondary Education; *Intelligence Differences; Learning Processes; *Music Activities; Music Education; *Music

Self-Efficacy.
PUB DATE- 96
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *High School Students; High Schools; Mathematics Education; Prediction; Problem Solving; Science Education; *Self Efficacy; *Student Attitudes; Urban Schools
IDENTIFIERS- *Academic Self Concept; Effort; *Generality; Los Angeles City Schools CA; Similarities

The degree of and the cognitive basis for the generalizability of academic self-efficacy were examined among 588 high school students from the greater Los Angeles (California) area. Students' self-efficacy perceptions clearly generalized beyond boundaries of specific tasks and also of specific school subjects, albeit to a lesser degree. There was greater generalizability of academic self-efficacy among math and science subjects than among verbal ones. The degree of academic self-efficacy generalization partly depended upon the degree of perceived similarity among tasks. Students reported more comparable levels of self-efficacy as they perceived greater similarity in the set of problems presented. Subject-specific and more global measures of academic self-efficacy (i.e., verbal and quantitative) preserved the strong predictive utility for students' effort expenditure and academic achievement. (Contains 1 table, 3 figures, and 15 references.) (Author)

ED 411 259   TM 027 202

Bong, Mimi
Direct and Indirect Tests of Internal/External Frames of Reference Model with Measures of Academic Self-Efficacy.
PUB DATE- 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Correlation; High School Students; High Schools; Mathematical Aptitude; *Problem Solving; *Self Efficacy; Self Evaluation (Individuals); *Student Attitudes; Verbal Ability
IDENTIFIERS- *Academic Self Concept; *Internal External Frame of Reference Model; Los Angeles City Schools CA

The internal/external (I/E) frames of reference model proposed by H. Marsh (1986, 1990) points to the relativistic nature of academic self-concept formation. It argues that students compare their own academic ability to that of their peers in an external comparison, and they compare their own verbal skills to their mathematics skills in an internal comparison. The relative superiority of one set of skills over the other becomes salient in this comparison, yielding a negative correlation between verbal and mathematics self-concept. This study tested the I/E model with typical measures of academic self-efficacy with 588 students from 4 Los Angeles (California) high schools. Students rated their confidence in their ability

PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; Elementary Education; *Expectation; *Instructional Program Divisions; Multivariate Analysis; Public Schools; *School Organization
IDENTIFIERS- *Connecticut; Grade Span Configuration

For the past decade in Connecticut, public school students have been tested in the fall of grades 4, 6, and 8, and results have been attributed to the school in which students are tested. Some Connecticut elementary schools end at grade 5 (Type I) and some continue to grade 6 or 8 (Type II). Grade 6 results are reported for Type II schools but not Type I. The relationship between this school-level accountability and the sixth-grade performance of students was examined using multivariate analysis of covariance (MANCOVA). Two different models were used to compare the sixth-grade achievement of students who attended Type I and Type II schools in grade 5, removing the effect of fourth-grade performance. Consistent results showed that schools that expected to be accountable for sixth-grade results (Type II) produced better performing sixth graders. Implications for designing and developing accountability systems are discussed. Appendixes present Title I of the Improving America's Schools Act, an overview of the Connecticut Mastery Test, a sample reporting form, and the school report form. (Contains six tables and four references.) (Author/SLD)

ED 411 279 TM 027 267

McFarlane, Terry A.; Hoffman, Eleanor R.; Green, Kathy E.
Teachers' Attitudes toward Technology: Psychometric Evaluation of the Technology Attitude Survey.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Language Teachers; Pilot Projects; Pretests Posttests; Reliability; Second Language Instruction; *Teacher Attitudes

Teachers' attitudes play a critical role in the effectiveness of technology. The Technology Attitude Survey (TAS) was developed to assess teachers' attitudes toward the general use of technology as an educational tool in the classroom. Reliability and validity of the TAS were investigated. A small pilot study showed high reliability. Pretest and posttest data were then collected from 86 foreign language teachers participating in a training program on the use of technology to enhance foreign language instruction. A single underlying factor explained item intercorrelations. Reliability for the measure was high. Validity was supported by moderate correlations with the computer competency scale of the Teacher Effectiveness Scales. The TAS appears to be a reliable measure of teachers' attitudes

Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrative Organization; Administrative Policy; Colleges; Consciousness Raising; Diversity (Faculty); *Equal Opportunities (Jobs); Females; *Higher Education; *Leadership; Organizational Change; Power Structure; Quality of Working Life; Sex Discrimination; Sex Fairness; Sex Role; *Sex Stereotypes; Universities; Women Administrators; *Women Faculty; Work Environment
IDENTIFIERS- ERIC Digests; *Gender Gap; Glass Ceiling; University of Michigan

Although more than 52 percent of the current college and university student body is comprised of women, institutional leadership is still dominated by males. This digest summarizes the issue from an institutional context and identifies factors that contribute to the gap. It suggests that the organizational and societal concepts of leadership be viewed from an alternative, feminist frame of reference noting the different leadership styles of men and women. The glass ceiling in higher education is seen as the result of a male-dominated organizational structure that places stumbling blocks in the career paths of many women faculty. A more feminist leadership style is urged as a way to change institutional hierarchies and structures. And because organizational culture also affects curriculum and administration, it is suggested that this more inclusive style of leadership would create institutions with values grounded in community and service to constituents. Suggestions to achieve such change include: the elimination of the collective campus behaviors and actions that create a chilly climate for women and minorities, and development of an organizational consensus to combat the institutionalized structures and norms that exclude women. (CH)

ED 410 847   HE 030 421

Chliwniak, Luba
Higher Education Leadership: Analyzing the Gender Gap. ASHE-ERIC Higher Education Report, Vol. 25, No. 4
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; Administrative Policy; Colleges; Consciousness Raising; Diversity (Faculty); *Equal Opportunities (Jobs); Females; *Higher Education; Informal Organization; Leadership; Leadership Responsibility; Organizational Change; Organizational Climate; Power Structure; Quality of Working Life; Sex Discrimination; Sex Fairness; Sex Role; *Sex Stereotypes; Universities; Women Administrators; *Women Faculty; Work Environment
IDENTIFIERS- *Gender Gap; Glass Ceiling

This study analyzes the gender gap at colleges and universities from an institutional context. It asks what the issues are; in what ways women and men leaders are different and alike; whether the gender gap matters. It discusses the glass ceiling in higher education and how it affects curriculum and administration of the institution. Five chapters cover topics that include: (1) the status of women on campus and in leadership roles; (2) persistence factors, institutional

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Decision Making; *Faculty College Relationship; *Faculty Mobility; Higher Education; *Sex Differences; Statistical Analysis; Tables (Data); Teacher Attitudes; *Teacher Persistence; Tenure
IDENTIFIERS- *AIR Forum; *Survival Analysis

This study applied survival analysis methodology to faculty retention data in order to examine ways to measure faculty retention and determine whether men and women have different "survival times." The study at a selective, private liberal arts college first used college catalogs to identify 339 full-time tenure-track faculty who had begun working in 1960 through 1994 and to determine their final year at the college. Variables included Ph.D. or "All But Dissertation" (A.B.D.) status when hired, year of Ph.D., entry rank, year of full-time tenure-track status, and tenure status upon entry. Application of the survival analysis techniques indicated that faculty who arrived in the earlier years (1960s and 1970s) had much lower durations than faculty who arrived later. Comparison of male and female retention rates indicated that female retention rates were essentially the same as male rates. Details of the methodology and its limitations are discussed. Twelve tables of data are appended. (Contains 14 references.) (JLS)

ED 410 865 HE 030 461

Allen, David
The Hunger Factor in Student Retention: An Analysis of Motivation. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Attendance; *College Freshmen; College Students; Dropout Research; *Grade Point Average; High Risk Students; Higher Education; *Minority Groups; Models; School Holding Power; Student College Relationship; *Student Motivation; Teacher Student Relationship; Withdrawal (Education)
IDENTIFIERS- *AIR Forum; Noel Levitz College Student Inventory

This study examined the impact of precollege variables and three motivational factors on retention and grades of 581 high risk college freshmen. The precollege variables were gender, ethnicity, parental education, financial aid status, and high school rank. The motivational factors were identified from the Noel-Levitz College Student Inventory (CSI) and included: (1) desire to finish college, (2) impression of the institution, and (3) family emotional support. The study tracked for one year the persistence and grade point average of 581 Fall, 1994 first-time, full-time freshmen who were deemed to be at risk of dropping out. The study found the hypothesized causal model was valid in explaining student motivational factors of both minorities and nonminorities in relation to both academic performance and persistence. With respect to the three motivational constructs, the model explained as much variance among minorities as it did among nonminorities. The model accounted for 51 percent of the variance in minority student persistence and 45 percent in nonminority student persistence.

three 10,000-student institutions can be expected to graduate 3 percent more students than the state having one 30,000-student institution. Application to the state plans of Florida and Pennsylvania suggest that nearly 1,000 fewer degrees can be expected in Florida than in Pennsylvania with $60 million of a $2 billion budget spent unproductively. Results have implications for the long range planning of state systems of higher education. (Contains 18 references.) (BF)

ED 410 883 HE 030 480

Toutkoushian, Robert K.
Using Regression Analysis To Determine If Faculty Salaries Are Overly Compressed. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Compensation (Remuneration); Equal Opportunities (Jobs); Higher Education; Nontenured Faculty; Personnel Policy; Regression (Statistics); *Research Methodology; *Salary Wage Differentials; School Statistics; Sex Discrimination; Statistical Analysis; *Teacher Salaries; *Teaching Experience; Tenured Faculty
IDENTIFIERS- *AIR Forum; Junior Faculty; *Salary Compression; University of Minnesota

This paper proposes a five-step process by which to analyze whether the salary ratio between junior and senior college faculty exhibits salary compression, a term used to describe an unusually small differential between faculty with different levels of experience. The procedure utilizes commonly used statistical techniques (multiple regression analysis and hypothesis tests of a population mean), and is flexible with regard to model specification. In this methodology, "junior faculty" were defined as all assistant professors with less than four years of seniority, while "senior faculty" were those with more than four years of seniority who began their career at the institution (thus excluding faculty hired directly at either the Associate or Full Professor ranks). Application of the methodology to faculty data in academic year 1990-91 from the University of Minnesota found that the average salaries paid to junior faculty were not above what would be predicted if all faculty were compensated similarly for their qualifications. (Contains 22 references.) (BF)

ED 410 884 HE 030 481

Duby, Paul; Schartman, Laura
Credit Hour Loads at College Onset and Subsequent Academic Performance: A Multi-Institutional Pilot Project. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

Organizations (Groups); Regional Cooperation; *Sex Discrimination; Sex Fairness; Staff Development; Women Administrators; Women Faculty; *Womens Education
IDENTIFIERS- *Network of Women in Higher Education in Pacific; *Pacific Islands

This report of a meeting of the Network of Women in Higher Education in the Pacific (NetWHEP) contains transcripts of major addresses, a copy of the program, statistics and summary information relating to the status of women in higher education for nine countries, and general information about the NetWHEP organization. Included are: a transcript of the Pacific Charter for Women Managers in Higher Education; a list of NetWHEP's goals and objectives; an interim committee report; two transcripts, one of a welcoming address by Esekia Solofa, and the other a transcript of the opening address by Taufa Vakatale; two keynote addresses, "Towards a Balanced Workforce," by Raewyn Holdsworth, and "A Woman's Place in Higher Education Management," by Konai Helu-Thaman. Also included are nine country papers, many of which contain data tables and charts, from the following nations: the Cook Islands (Ani Piri); Fiji (Elenoa Gonelevu); Kiribati (Teima Onorio); Niue (Janet Tasmania); the Solomon Islands (Nancy D. Kwalea); Tokelau (Tessa Kirifi); Tonga (Jeffrey Taufa); Vanuatu (Hanson Mataskalkot); and Western Samoa (Breda Tipi-Faitua). A final section provides information on the name, goals, objectives, composition, structure, and activities of the Network. A list of participants, by country, is appended. (CH)

ED 410 902 HE 030 499

Stewart, Robert Grisham
Key Process Benchmarking for Continuous Improvement in Higher Education.
PUB DATE- 96
NOTE- 142p.; M.S. Thesis, East Tennessee State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Outcomes Assessment; Decision Making; Educational Quality; Evaluation Criteria; Evaluation Methods; Evaluation Utilization; *Higher Education; Institutional Evaluation; Mail Surveys; Mathematical Models; Operations Research; Organizational Effectiveness; Performance Factors; Policy Formation; Predictor Variables; Program Effectiveness; *Quality Control; Questionnaires; Scoring; *Self Evaluation (Groups)
IDENTIFIERS- *Benchmarking; *Continuous Quality Improvement; East Tennessee State University; Performance Indicators

The objectives of this study were identification and verification of key processes that could be used by higher education quality administrators to implement continuous improvement programs and benchmarking processes. East Tennessee State University's Continuous Improvement Key Process Relationship Matrix was used as the basis of a 44-item questionnaire sent to a sample of 49 higher education institutions; 26 replies (53 percent) were received. Responses were tabulated for 10 key processes and 34 associated performance measures. Key processes were: (1) teaching/learning; (2) enrollment management; (3) cultural environment; (4) strategic planning; (5) resource acquisition and development; (6) institutional management and governance; (7) research activity; (8) community outreach; (9) learning environment; and (10) communicating the institutional image. Of the key processes, the study found teaching/learning and individuals world wide. In this new global information infrastructure, all citizens need to understand the power and pitfalls of the technology in order to function as responsible members. This paper discusses issues surrounding the Internet involving privacy, copyright and intellectual property rights, electronic speech, and access to the Internet. The Internet allows an unprecedented invasion of personal privacy, which has ramifications for both commercial organizations and individuals. The cyberspace environment allows the free flow of information to all citizens in ways never before possible, however, provides little protection for owners of information who have a right to be compensated and credited for their work. The issues of free speech and access have global implications. All students should have an awareness of the power of the technology and an understanding of how to use it appropriately. (Contains 23 references.) (SWC)

ED 410 920   IR 018 482

Doles, Daniel T.
Migration to Windows NT.
PUB DATE- 97
NOTE- 6p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Centers; *Computer Mediated Communication; *Computer Networks; Computers; Faculty; Higher Education; Online Systems; Problems; Students; *Technological Advancement; Users (Information)
IDENTIFIERS- Barriers to Implementation; *Computer Operating Systems; Microsoft Windows; *Technology Integration

In the constantly changing world of technology, migration is not only inevitable but many times necessary for survival, especially when the end result is simplicity for both users and IT support staff. This paper describes the migration at Franklin College (Indiana). It discusses the reasons for selecting Windows NT, the steps taken to complete the migration, the available tool set that simplified the migration, and the ways Windows NT has streamlined network management. Mistakes that were made and a few of the drawbacks encountered are discussed. The paper also covers the pre-migration environment; migration for the administrative users; and migration for the faculty and student labs. The migration at Franklin College accomplished the desired goals. They standardized on a single network operating system, streamlined network administration, and reduced the number of user databases from five to two. (SWC)

ED 410 921   IR 018 483

Elliot, Noreen
Are Computer Science Students Ready for the Real World.
PUB DATE- 97
NOTE- 6p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

Mail; Higher Education; Instructional Development; Instructional Innovation; *Internet; Nontraditional Education; Pilot Projects; Required Courses; Student Reaction
IDENTIFIERS- *Purdue University Calumet IN

While Purdue University Calumet (PUC) (Hammond, Indiana) has been a receiver of distance education for a number of years, a number of faculty expressed interest in developing courseware that would allow PUC to be a provider. After a distance education mission statement and goals were outlined, a pilot course was established. The distance education pilot consisted of a 12-week required class to complete an associate degree in the ISCP program. The course includes basic operating system concepts and terminology as well as an experiential lab component. The course was taught entirely via the Internet and e-mail. All supplmental materials used for the course were created as PowerPoint presentations. A course evaluation was administered twice in the semester during midterm and final tests. Overall there was a positive student response to the class and a comparison of final grades between the distance education course and traditional course indicate that the distance education method is viable for instruction. A trial course in Management Information Systems (systems analysis) was also taught in the traditional method and at the same time via Internet distance education. The Distance Ed participants had higher marks than regular students; however, older students had been picked for the distance education method. A copy of the ISCP Distance Education home page included indicates positive development and a commitment from the faculty to more forward with distance education. (AEF)

ED 410 940 IR 018 502

Wilson, William P.
Delivering Library Information Across the Network: One Model for Successful Implementations.
PUB DATE- 97
NOTE- 13p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Campus Planning; Change; *Computer Networks; Costs; Document Delivery; Educational Development; Higher Education; *Information Services; Library Services; Program Implementation

Many campus networks provide the infrastructure necessary for providing patrons with ubiquitous access to a wide range of information from their desktops with easy-to-use interfaces, in a cost-effective manner. The components of such a system could include: electronic awareness products which would allow faculty to stay abreast of new work in their areas of interest; access to electronic full text and abstracts for all users; and document delivery for those articles which can not be accessed in a direct manner. This paper first provides an overview of the services that are available, that provide one of these three types of services. Following that, issues to confront while implementing this service are discussed, with examples of how different products would solve these issues differently. These issues include: costs; local versus remote access; user acceptance of the changes; shifting of personnel that may be required; shifting of costs that may be required; and contains descriptive data about each federal library's services and operations, including: organization and structure; visitation and clientele; automation and telecommunications; the number of hours open; type and size of collections; number of library service transactions; number of full-time equivalent paid staff; expenditures; trends; and preservation issues. (SWC)

ED 410 959 IR 056 447

Coyle, Karen
Coyle's Information Highway Handbook: A Practical File on the New Information Order.
PUB DATE- 97
NOTE- 297p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Background; Censorship; Copyrights; Fair Use (Copyrights); Federal Regulation; Freedom of Information; Freedom of Speech; Information Dissemination; *Information Policy; Intellectual Freedom; *Internet; *Libraries; Library Automation; Online Systems; Privacy; Users (Information)

This book provides a selection of documentary background information on areas of the Information Highway debate that are particularly relevant to libraries. The book is designed for librarians who are online but have little time to explore the general areas of information policy, and for those not yet connected to the Internet who need to understand its implications. The documents represent the library viewpoint and include both key Federal documents that have formed the core of the Internet discussion and the viewpoints of concerned groups. Documents are organized by theme in seven sections: The New Information Society; The Promise of the Information Highway; Stakeholders and the Information Marketplace; Copyright in the Digital Age; Privacy and Intellectual Freedom in the Digital Age; Censors Take on the Net; and Accessing the Digital Universe. Contributions are included from the U.S. Department of Commerce; American Library Association; Computer Professionals for Social Responsibility; Progress and Freedom Foundation; Hal R. Varian; Francis Miksa; Karen Coyle; National Writers Union; Philip R. Zimmermann; Privacy Rights Clearinghouse; Voters Telecommunications Watch; Benton Foundation; and Center for Information Revolution Analyses-RAND. Contains a list of organizations and their addresses, and a subject index. (SWC)

ED 410 960 IR 056 448

Kaplan, Michael, Ed.
Planning and Implementing Technical Services Workstations.
PUB DATE- 97
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cataloging; Computer Software; *Computer Terminals;

DESCRIPTORS- *Academic Libraries; *Burnout; Faculty; Higher
Education; Job Satisfaction; *Librarian Attitudes; *Librarians;
*Library Instruction; Library Personnel; Morale; *Negative
Attitudes; Students

As the position of bibliographic instruction within academic libraries continues to be more and more important, the question still remains as to why so many good bibliographic instruction librarians suffer from emotional "blahs" and eventual burnout. The answer does not lie in character flaws of the librarians, nor simply in an ever-increasing workload. The behavior demonstrates a librarian's changing attitude toward bibliographic instruction that is the result of the inherent differences between the librarian's personal attitude and the collective attitude toward bibliographic instruction which derives from the attitudes of all those involved--students, faculty, staff, and administration. (Author/SWC)

ED 410 980 IR 056 478

Witkovski, Ruth; Bedrosky, Nannette
Serial Claiming: The Faster the Better. From the Past to the Present and Onward to the Future.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the Nebraska Library Association (Crete, NE, May 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Automation; *Library Circulation; Library Collections; *Library Materials; Library Policy; Online Systems; *Publishing Industry; Vendors
IDENTIFIERS- *Creighton University NE

This paper discusses how the Creighton University Health Sciences Library Serial Department has updated their process of claiming and replacing missing journal issues. The paper is divided into two main parts. The first part discusses the changes in the claiming procedure. The second part discusses how the claims are reported to vendors. Future efforts will include direct electronic connections with vendors. Evaluation for a new automated library system will include looking at how the different vendors and their electronic systems are set up to report claims, and how publishers are communicating issue availability and publishing schedules directly to libraries. (Author/SWC)

ED 410 981 IR 056 479

Pereira, Monica
Partners in Learning, or Reference Service Unplugged.
PUB DATE- 97
NOTE- 29p.; Paper presented at the Annual Meeting of the Nebraska Library Association (Crete, NE, May 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Higher Education; *Information Dissemination; *Information Retrieval; Library Development; *Library Instruction; Library Personnel; Library Services; Online Searching; Online Systems; Reference Materials;

personal attention; (4) while the three groups differed regarding the most important sources of information, direct mailings were cited by recent high school graduates and the college catalog was cited by both the second career and returning students; and (5) concerning PJC's unique factors, friendly and supportive faculty was cited by all three groups. The survey instrument is attached. (HAA)

ED 410 999 JC 970 445

Full-Time Equivalent and Headcount Enrollment by District and Campus with Analysis. Beginning Term Report, First Summer Term 1997 at the End of Drop/Add. Report Number R-97-600.
PUB DATE- 97
NOTE- 5p.; For related enrollment reports, see JC 970 446-447 and JC 970 449.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Community Colleges; *Declining Enrollment; *Enrollment Rate; *Enrollment Trends; Full Time Equivalency; Two Year College Students; Two Year Colleges
IDENTIFIERS- Pensacola Junior College FL

In the first term of summer 1997, Florida's Pensacola Junior College (PJC) undertook an analysis of enrollment to determine trends from the previous summer. Results of the analysis, based on data reported as of the end of the add/drop period (i.e., the second day of classes), included the following: (1) 597 fundable full-time equivalent (FFTE) students had been generated by the second day of classes, an increase of 1%, (n=6) from the beginning of the first summer term in 1996; (2) unduplicated fundable headcount enrollment was 5,260, representing a 1.1% (n=51) increase from the same time in summer 1996; (3) although FFTE increased at PJC's Pensacola and Warrington campuses by 2.7% (n=11) and .8% (n=1), respectively, it decreased at the college's Milton campus by 5.9% (n=-3); and (4) by program, FFTE declined for advanced and professional (n=-19) and postsecondary vocational (n=-14), but increased for postsecondary adult vocational (n=21), supplemental vocational (n=4), college prep (n=10), and adult secondary (n=4). Two data tables are attached. (HAA)

ED 411 000 JC 970 446

End-of-Term Enrollment Report, Spring 1997. Report Number R-97-610.
PUB DATE- 97
NOTE- 16p.; For related enrollment reports, see JC 970 445-447 and JC 970 449.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Community Colleges; *Declining Enrollment; *Enrollment Rate; *Enrollment Trends; Full Time Equivalency; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- Pensacola Junior College FL

At the close of the spring 1997 term, Florida's Pensacola Junior College (PJC) undertook an analysis of enrollment to determine trends from the previous spring term. Results of the analysis included the following: (1) PJC ended spring 1997 with 2,648 unadjusted fundable full-time equivalent (FFTE) students, a cooperative work experience; and (18) welfare reform. The second section provides three resolutions determined to be non-urgent, while the third details three that were referred to Senate committees. The fourth section presents resolutions that failed related to the Presidential term of office, the inclusion of part-time faculty on the Senate Executive Committee, curricular policy, and initiating community service as a graduation requirement. The final sections define acronyms used in the report and provide a list of voting delegates. (BCY)

ED 411 018   JC 970 492

The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice. Adopted Fall 1996.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Curriculum; *Committees; Community Colleges; *Curriculum Development; *Curriculum Evaluation; *Faculty Organizations; State Standards; *Teacher Role; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Developed in response to the expanding role of faculty in community college governance and curriculum development, this report reviews the role, structure, and duties of local college curriculum committees and presents standards of good practice. Following an introduction, the role of the curriculum committee is described, and relevant sections from the California Education Code are presented. Next, the structure and membership of curriculum committees are detailed and duties and responsibilities are examined, including approval of new and revised courses, credit hours, prerequisites, associate degree requirements, course repetition, California State University and University of California general education articulation agreements, new degree and certificate programs, and discontinuation of existing programs. Other duties typically assigned to curriculum committees are then reviewed and good practices for curriculum approval are presented. Proposals for new programs should come from the discipline faculty and be reviewed by faculty from related disciplines, as well as the curriculum committee. Good practices for forming subcommittees working on technical review, prerequisite development, or distance education are then highlighted. Finally, good practices for maintaining delegated approval authority granted by the California Community Colleges' Office of the Chancellor are discussed, highlighting the conditions of approval authority and practices for meeting the knowledge, procedures, and curriculum standards. (TGI)

ED 411 019   JC 970 493

The Twentieth Annual Report of the Academic Senate for California Community Colleges, 1995-1996.
PUB DATE- 97
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Objectives; *Productivity; Program Effectiveness; Self Evaluation (Groups); *State Programs; Two Year Colleges
IDENTIFIERS- Illinois Community College System

The 49 member colleges in the Illinois Community College System provide annual reports on improvements in productivity to the state community college board. This document summarizes the improvements reported by the colleges for fiscal year (FY) 1997. Following a brief introduction, the first section reviews special focus issues for FY 1997 related to the state's Priorities, Quality, and Productivity (PQP) initiative, discussing the development of college priority statements; the strengthening of linkages and integrating planning, budgeting, program approval, and program review around college wide priorities; faculty roles and responsibilities; enhancements in the use of educational technology; and assessment of the effectiveness of instructional technology. The second section highlights outcomes for FY 1997 from quality enhancement and productivity activities at the colleges, focusing on instructional programs, academic program review, adult and developmental education review, and student and academic support functions. The next section provides brief summaries of 33 state-level accountability and productivity initiatives, including efforts related to strengthening leadership and core values; performance-based funding; technology; opportunities programs; workforce preparation awards; and new curriculum and course forms. The final section presents a summary and conclusions. Data tables showing FY 1997 outcomes are appended. (JDI)

ED 411 037 PS 023 970

Sheffer, Susannah, Ed.
Growing without Schooling, February-December 1995.
PUB DATE- 96
NOTE- 241p.; For 1992-93 editions, see ED 371 819; for 1993-94 editions, see ED 390 521.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adopted Children; Athletics; *Compliance (Legal); Decision Making; Elementary Secondary Education; Experiential Learning; Foster Children; *Home Schooling; Learning Activities; *Nontraditional Education; Outdoor Education; Parent Student Relationship; *Parents as Teachers; Peer Relationship; Personal Narratives; Physicians; Private Education; Psychologists; Religious Education; Sibling Relationship; Social Support Groups; Student Attitudes; Teacher Qualifications; Teacher Student Relationship
IDENTIFIERS- Adult Student Relationship; Folk Dance; Government Family Relationship

These six periodical issues are designed to assist adults in home schooling children and adolescents. Issue 103 focuses on friendships between homeschoolers and school students, writing clubs, separating school and state, folk dancing groups, home schooling with foster and adopted children, and science activities. Issue 104 concentrates on how learning takes place with one interest leading to another, psychologists' opinions on homeschooling, grown homeschoolers' reflections on their schooling and their current activities, mothers' thoughts about their work, and the connection between teacher-pleasing and learning. Issue 105 explores developing self-discipline, adjusting to the freedom of self-directed learning, support groups, learning from siblings, and homeschoolers and high school athletics. Issue 106 addresses myths about "unschooling"

ED 411 053 PS 025 683

Foster, Karen B.
Creating a Child Care Center in a Nursing Home and Implementing an Intergenerational Program.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care Centers; Frail Elderly; *Institutional Cooperation; *Intergenerational Programs; Models; *Nursing Homes; Older Adults; Preschool Children; Preschool Education; Psychological Needs; *Shared Resources and Services
IDENTIFIERS- Elder Care; Illinois (Champaign County)

The success of the Champaign County Nursing Home Child Care Center (CCNHCCC) in Illinois provides a model for the establishment of child care centers in nursing homes. Needs assessment, financial support, licensing, staff hiring and training are all important factors that need to addressed in the start up and running of such a program. The establishment of an intergenerational program at a facility of this type is intended to draw elderly residents out of seclusion and isolation and to make it possible for the children to benefit from the residents' love and affection. Mutual activities and interaction promote a fresh and unique understanding between the two age groups in an atmosphere of happiness and compassion. An onsite child care center helps recruit and retain employees with child care needs, while the nursing home atmosphere takes on a personal, friendlier, and more family-like tone. The program has a positive influence on children's perceptions of the elderly, of disabilities, and of nursing homes, as well as providing the elderly with an atmosphere of revitalized interest and social enrichment. (MT)

ED 411 054 PS 025 684

Hoover-Dempsey, Kathleen V.; Jones, Kathleen P.
Parental Role Construction and Parental Involvement in Children's Education.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary Schools; *Parent Attitudes; Parent Role; *Parent Student Relationship; *Parent Teacher Cooperation
IDENTIFIERS- Parent Expectations; Parent Surveys

Following a model suggesting that parental role construction fills specific functions in the parental involvement process (Hoover-Dempsey and Sandler, 1995; in press), this study examined parents' role construction as it relates to children's schooling. A sample of 74 parents of public elementary school children participated in focused interviews about their involvement ideas and activities. Interview transcripts were analyzed for three components of role construction: (1) parents' values, beliefs, goals, and expectations related to their children's development and education; (2) parents' ideas about their responsibilities and reported behaviors in day-to-

NOTE- 9p.; Paper presented at the Annual Training Conference of the National Head Start Association (24th, Boston, MA, May 25-31, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Computer Literacy; Computer Mediated Communication; Computer Uses in Education; *Disadvantaged; Early Childhood Education; Inservice Teacher Education; *Nonschool Educational Programs; Parent Participation; School Readiness
IDENTIFIERS- *Access to Computers; Computer Resources; *Family Resource and Support Programs; Project Head Start

Unless children and parents have training and access to computers and the power they offer, computers create a barrier for them as they navigate a society that depends on computers for information and occupational advancement. This paper describes a program developed by North Shore Head Start in Beverly, Massachusetts and CAST (Center for Applied Special Technology) in Peabody, Massachusetts. The Salem Family Learning Center provides computer training and access for parents and teachers, training Head Start parents and teachers along with K-3 teachers. This training and access allows parents to use computers in ways that support their children's learning while increasing their own learning, and also forges connections between parents and teachers that ease the transition to school. Along with computer training and drop-in access to computers, the Center offers a range of family support services that include STEP training and AA meetings. After describing the program's history, how it works, and who it serves, the paper discusses plans to expand such sites to form a national network of Family and Community Literacy Centers. Plans include the creation of an accessible computer network to link sites and resources, major program goals, and how the goals will be measured. (EV)

ED 411 072 PS 025 746

Espinosa, Linda M.; Chen, Weigh-Jen
Constructing and Networking for Multiage Learning: Results of Final Year Evaluation.
PUB DATE- 97
NOTE- 79p.; Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Classroom Environment; Classroom Techniques; Cognitive Development; *Computer Assisted Instruction; *Computer Uses in Education; Computers; *Constructivism (Learning); Educational Change; Educational Innovation; Elementary School Curriculum; Elementary School Students; Information Technology; *Mixed Age Grouping; Primary Education

A project was developed in the Columbia, Missouri, public schools to use computer technology as a catalyst and support for systemic school reform to implement multiage grouping of students. Classrooms were grouped as grades K-1 and 2-3. This report includes all the formative evaluation data collected throughout the implementation of this project, Fall 1994 to Spring 1997, as well as summative data collected at the end of the project. The purpose of this evaluation was to document the extent to which the project accomplished its primary goals: to

ED 411 089 PS 025 783

Walsh, David
Selling Out America's Children: How America Puts Profits before Values--and What Parents Can Do.
PUB DATE- 94
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advertising; Child Rearing; Competition; *Mass Media Effects; Mass Media Role; Moral Development; *Parent Role; Self Control; Social Problems; Social Responsibility; Television; Television Commercials; *Values; Values Clarification; *Values Education; Violence
IDENTIFIERS- *Materialism

Many believe that America's children are exposed to negative messages by the media--violence, irresponsible sex, and materialism--making it difficult for parents to teach traditional values. Noting that what motivates parents is the desire to teach their children right from wrong while what motivates society is financial profit, this book explores the dichotomy between private and societal values and urges parents to counteract the negative effects of a profit-driven society. Chapters include: (1) "The Alarms Are Sounding. Is Anybody Listening?"; (2) "Moral Parents and Immoral Society"; (3) "The Abandonment of America's Children"; (4) "The Power of Advertising"; (5) "Television"; (6) "The Promotion of Violence"; (7) "Self-Discipline and Our Instant Society"; (8) "Winning Isn't Everything--It's the Only Thing"; (9) "Whoever Gets the Most Toys Wins"; (10) "What's in It for Me?"; and (11) "Reclaiming America's Children." The book concludes with community discussion questions, encouraging readers to reflect further on the value issues facing families today, and a survey form designed to be shared with elected officials. (LPP)

ED 411 090 PS 025 784

Gadeberg, Jeanette
Raising Strong Daughters.
PUB DATE- 95
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assertiveness; *Child Rearing; Community Involvement; Conflict Resolution; Entrepreneurship; Family (Sociological Unit); *Females; Identification (Psychology); Lifelong Learning; Mentors; Modeling (Psychology); Money Management; *Parent Child Relationship; Parenting Skills; Parents; *Personal Autonomy; Physical Health; Role Models; *Self Esteem; Sex Stereotypes; Teachers
IDENTIFIERS- Financial Independence; Identity Formation; Identity (Psychological)

In response to an alarming drop in girls' self-esteem in early adolescence, this parents' guide provides suggestions for raising daughters to become confident, healthy, and independent. Chapter 1, "Yesterday's Daughters," examines how cultural messages inhibit girls' development. Chapter 2, "Raising an Opinionated Daughter," suggests how to help girls

Hubris prevents an individual from entertaining information that is unflattering or critical and lessens empathic involvement with others. A brief review of the early history of professional school administration reveals a defensive response to public criticism, foundations in industrial management that were antithetical to democratic ideals, and a belief in the expertise of administrators as superior to that of teachers. The administrator under observation lashed out at teachers that resisted her goals, dismissed a consultant that advised respect for teachers, and avoided or misinterpreted literature dealing with democratic reforms. Concluding thoughts reflect on the role of moral authority in leadership and the future of educational leadership as a profession. (SV)

ED 411 107 RC 020 866

Johnson-O'Malley National Association Conference Planning Committee 1995 Report (Albuquerque, New Mexico, June 4-8, 1995).
SPONS. AGENCY- Bureau of Indian Affairs (Dept. of Interior), Washington, DC. Office of Indian Education Programs.
PUB DATE- 96
NOTE- 42p.; Photographs will not reproduce adequately. Written, compiled, and edited by JOM National Association Conference Planning Committee members.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advocacy; *American Indian Education; *Conferences; Educational Legislation; Elementary Secondary Education; Federal Indian Relationship; Federal Legislation; *Federal Programs; *Financial Support; *National Organizations; Parent Participation; Tribally Controlled Education
IDENTIFIERS- Bureau of Indian Affairs; *Johnson O Malley Act

This document summarizes proceedings of the 1995 Johnson-O'Malley (JOM) National Association Conference. The first section of the report overviews the history of the JOM program established through the Act of April 16, 1934. The goal of this legislation was to improve American Indian and Alaska Native education by increasing parental involvement. The act put JOM program funds into the general fund and local control of public school districts. However, in 1970 the Bureau of Indian Affairs phased out JOM from this funding source and converted the funding agreements to supplemental status. Since then JOM programs have experienced funding problems and lack of support from Congress. In 1994, the first JOM National Conference was held in Denver, Colorado, and the National Johnson-O'Malley Association was established, comprising representatives from tribal governments, tribal elders, Indian education committees, parents, students, educators, and administrators. The 1995 JOM conference held in Albuquerque, New Mexico, was attended by over 400 people. The remainder of the report highlights conference proceedings, including workshops and work sessions, program cochairs' reports, resolution committee report, and a chronology of association activities during 1995. Appendices include 1995 JOM National Association Conference Planning Committee Board of Directors, JOM National Association Bylaws, a summary of 1994 JOM National Conference proceedings, 1996-97 JOM National Association Board of Directors, and minutes from the 1995 JOM National Planning Committee Meeting. (LP)

ED 411 108 RC 021 042

Hammer, Patricia Cahape
Rural Education and Rural Community Viability.

characteristics, much of the income differential between indigenous and nonindigenous populations would disappear. Contains approximately 260 references and many data tables and figures. (SV)

ED 411 123 RC 021 141

Reese, Linda Williams
Women of Oklahoma, 1890-1920.
PUB DATE- 97
NOTE- 383p.; Educators should see especially chapter 4: "Educating the Cherokee Elite."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Activism; *American Indian Education; American Indians; Black Education; Blacks; *Cherokee (Tribe); Community Relations; Elementary Secondary Education; Family Life; Journalism; *Land Settlement; Politics; *Racial Relations; Rural Education; *Rural Women; Social History; State History; Whites
IDENTIFIERS- Homesteading; Missionaries; *Oklahoma; *Pioneer Life

This book examines the lives of representative White, Black, and American Indian women on the Oklahoma frontier after the abrupt opening of Indian Territory to non-Indian settlement in 1889. Drawing on primary sources, particularly diaries and letters, it focuses on the intersection of race, gender, class, and culture in the relationships among women in a rapidly changing multicultural environment. The first two chapters discuss the context of the opening of Indian Territory, and contrast stereotypes of the first female settlers with women's true experiences on the trail, during the "land rush," and establishing homesteads. Chapter 3, "New Friends and Neighbors," discusses the complex social relationships among rural White, Black, and Indian women and how children and the universal concerns of child rearing bound women together across racial lines. Chapter 4, "Educating the Cherokee Elite," describes the acculturation of the Cherokees during the 19th century and the Cherokee Nations's establishment of male and female seminaries providing high-quality education based in White culture. Chapter 5, "Christianity for the Kiowas," examines Kiowa resistance to acculturation and how missionary Isabel Crawford brought her religion, culture, and education to Kiowa women. Chapter 6, "Lifting As We Climb," explores how Black pioneer women in all-Black communities assumed leadership roles in politics, education, and community development. The final chapters discuss women's success in state and local politics and journalism and their advocacy of women's suffrage, free public education, American Indian education, and child welfare. Contains references in notes, an extensive bibliography, photographs, and an index. (SV)

ED 411 124 RC 021 142

Harmon, Hobart L.
Work-Based, Community Service-Learning Activities for Students in Rural America.
SPONS. AGENCY- Corporation for National and Community Service, Washington, DC.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs

LANGUAGE- French; Spanish; English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Education

This proceedings of the annual conference of the International Group for the Psychology of Mathematics Education (PME) includes the following papers: "The Knowledge of Cats: Epistemological Foundations of Mathematics Education" (R.B. Davis) and "PME Algebra Research: A Working Perspective" (E. Filloy); "Some Misconceptions in Calculus: Anecdotes or the Tip of an Iceberg?" (M. Amit & S. Vinner); "Difficultes Cognitives et Didactiques dans la Construction de Relations entre Cadre Algebrique et Cadre Graphique" (M. Artigue); "Unbalance and Recovery: Categories Related to the Appropriation of a Basis of Meaning Pertaining to the Domain of Physical Thinking" (R. Cantoral); "On Difficulties with Diagrams: Theoretical Issues" (T. Dreyfus & T. Eisenberg); "The Two Faces of the Inverse Function: Prospective Teachers' Use of 'Undoing'" (R. Even); "Intuitive Processes, Mental Image, and Analytical and Graphic Representations of the Stationary State: A Case Study" (R.M. Farfan & F. Hitt); "The Role of Conceptual Entities in Learning Mathematical Concepts at the Undergraduate Level" (G. Harel & J. Kaput); "Mathematical Concept of Formation in the Individual" (L. Lindenskov); "Pupils' Interpretations of the Limit Concept: A Comparison Study between Greeks and English" (J. Mamona-Downs); "Infinity in Mathematics as a Scientific Subject for Cognitive Psychology" (R.N. Errazuriz); "Organizations Deductives et Demonstration" (L. Radford); "The Teaching Experiment 'Heuristic Mathematics Education'" (A. Van Streun); "The Understanding of Limit: Three Perspectives" (S.R. Williams); "Self Control in Analyzing Problem Solving Strategies" (G. Becker); "Influences of Teacher Cognitive/Conceptual Levels on Problem-Solving Instruction" (B.J. Dougherty); "Can Teachers Evaluate Problem Solving Ability?" (F.O. Flener & J. Reedy); "Teacher Conceptions about Problem Solving and Problem Solving Instruction" (D.A. Grouws, T.A. Good, & B.J. Dougherty); "Math Teachers and Gender Differences in Math Achievement, Math Participation and Attitudes Towards Math" (H. Kuyper & M.P.C. van der Werf); "Teaching Students to be Reflective: A Study of Two Grade Seven Classes" (F.F. Lester & D.L. Kroll); "Students' Affective Responses to Non-Routine Mathematical Problems: An Empirical Study" (D.B. McLeod, C. Craviotto, & M. Ortega); "Accommodating Curriculum Change in Mathematics: Teachers' Dilemmas" (R. Nolder); "Teachers' Characteristics and Attitudes as Mediating Variables in Computer-Based Mathematics Learning" (R. Noss, C. Hoyles, & R. Sutherland); "Teachers' Perceived Roles of the Computer in Mathematics Education" (J. Ponte); "Mathematics Process as Mathematics Content: A Course for Teachers" (D. Schifter); "Psychological/Philosophical Aspects of Mathematical Activity: Does Theory Influence Practice?" (R. Scott-Hodgetts & S. Lerman); "A Web of Beliefs: Learning to Teach in an Environment with Conflicting Messages" (R.G. Underhill). Includes 27 poster presentation abstracts and a listing of author addresses. (MKR)

ED 411 138 SE 058 666

Booker, George, Ed.; Cobb, Paul, Ed.; de Mendicuti, Teresa N., Ed.
Proceedings of the Annual Conference of the International Group for the Psychology of Mathematics Education with the North American Chapter 12th PME-NA Conference (14th, Mexico, July 15-

Earthworms; (5) Oil Spills; (6) Respiration; (7) Spiders; and (8) Vinegar Eels. The investigations are a mix of the cookbook approach and open-ended inquiry and each is accompanied by teacher resource notes. Topics include muscle strength, vision and balance, the sense of taste, oxygen consumption of crickets and germinating seeds, and organism response to light and gravity. (DDR)

ED 411 154 SE 060 546

Goodwin, Peter
Practical Physics Labs: A Resource Manual.
PUB DATE- 90
NOTE- 279p.; Illustrated by Nicholas Soloway.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Atomic Theory; Data Analysis; Data Collection; Electricity; Force; Graphs; Laboratory Equipment; *Laboratory Procedures; Learning Strategies; Magnets; Optics; *Physics; Relevance (Education); Science Activities; *Science Curriculum; Secondary Education; Teaching Guides; Thermodynamics

This resource manual focuses on physics labs that relate to the world around us and utilize simple equipment and situations. Forty-five laboratories are included that relate to thermodynamics, electricity, magnetism, dynamics, optics, wave transmission, centripetal force, and atomic physics. Each lab has three sections. The first section introduces the lab, explains procedures, and guides the analysis of data. The second section contains teacher notes, the rationale for the lab, and answers to questions. The third section is a five question multiple-choice quiz intended as a pre-lab assessment containing questions about procedures and the concepts involved in the laboratory. Tips on handling error and on graphing techniques are also provided. (DDR)

ED 411 155 SE 060 552

Mathematics Feedback 3. 5-14 Links.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Academic Standards; Elementary Secondary Education; Foreign Countries; Mathematics Curriculum; *Mathematics Instruction; *Mathematics Tests; Student Surveys
IDENTIFIERS- Scotland

This document is an information resource for teachers based on the findings of the Assessment of Achievement Programme (AAP), a major research program funded by The Scottish Office Education and Industry Department. This book presents information about the 1994 AAP mathematics survey and contains sections with sample survey items on student achievement; problem solving and inquiry; information handling; number, money, and measurement; and shape, position, and movement. Teachers can use the information presented here for personal study, staff meetings, and staff development. (Author/DDR)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; Civics; *Law Related Education; *Magnet Schools; Secondary Education; Social Studies
IDENTIFIERS- American Bar Association; ERIC Digests

Explaining that interest in law magnet programs has grown substantially in the 1990s, this ERIC digest analyzes these programs on the basis of information provided by 24 mostly urban magnet schools. The digest places law magnet programs within the broader context of law-related education (LRE). The primary purpose of law magnet programs is to prepare students for citizenship, although many students choose magnet schools because they are interested in pursuing careers in law-related professions. Pointing out that these programs have been successful, the digest encourages the establishment of new law magnet programs and provides information on getting programs started. (LH)

ED 411 179 SO 027 385

Hetland, Lois
Understanding Goals: Teaching the Humanities for Understanding in Middle School.
PUB DATE- 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Fine Arts; Fused Curriculum; Grade 7; Higher Education; *Humanities Instruction; Integrated Curriculum; *Interdisciplinary Approach; Junior High Schools; *Middle Schools; Unified Studies Curriculum
IDENTIFIERS- Cambridge Public Schools MA; Teaching for Understanding

This paper focuses on the "Understanding Goals" element from the "Teaching for Understanding" framework. The study featured a one-year study program covering colonial America and integrating history, English, anthropology, geography, and the arts. The paper presents: (1) a definition of "Understanding Goals"; (2) a story of how one teacher came to use the principles of "Understanding Goals"; and (3) the value of "Understanding Goals." The instructor learned the "Teaching for Understanding" framework over two years while teaching seventh grade in an independent school in Cambridge, Massachusetts. (Author/EH)

ED 411 180 SO 027 408

Cogan, John J.; Kubow, Patricia K.
Delphi Bibliography: A Publication of the Citizenship Education Policy Study.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Citizenship Education; Civics; *Decision Making; *Delphi Technique; *Futures (Of Society); Long Range Planning;

that took place in the first phase of the Teachers' Centres consisted of an inservice activity based on school evaluation, to promote teacher awareness and professional reflective attitudes through systematic analysis of the Educational School Project and the school organizational structure. Five of the larger schools in a rural area participated. The main results were: participants recognized the possibility of learning from peers; the studies carried out by each school; the decisions made as a result of the studies; and the published cooperative article written by all the participants. Another pedagogical renovation movement carried out in a progressive public school in Barcelona and conferences organized in Catalonia are summarized. (Contains 14 references.) (JLS)

ED 411 202 SP 037 485

Hernandez, Fernando
History of Practitioner-Researcher Relationship in Spain.
PUB DATE- 97
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Change Strategies; Educational Change; *Educational Cooperation; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; Teacher Centers; Teachers; *Theory Practice Relationship
IDENTIFIERS- *Spain; *Teacher Researcher Relationship

In Spain, many aspects of educational reform began with the social movements arising in the 1960s. By the end of the 1970s, as the first democratic local elections were held, psychologists, educators, and social workers began to work toward schools that would compensate for the social and individual disadvantages of many students. These efforts also included collaboration with the local teachers to work on improving the quality of schooling. Teachers' Centers were founded in 1984 with the aim of being places where teachers could decide and manage areas and topics of their own interest in inservice education. The Ministry of Education also began offering grants for research on topics related to school improvement, where teachers and researchers could work together collaboratively. In 1986, further political change led the Ministry of Education to stop top-down reform and initiate a debate about a new law to regulate the educational system. This law, passed in 1990, required a national curriculum. Teachers were required to write lesson plans that specified a sequence of content, and many sought advice from researchers regarding these and other aspects of implementing the new law, resulting in more collaborative efforts. Finally, a journal was created that brings together researchers and practitioners in a joint publication effort. (JLS)

ED 411 203 SP 037 486

Talbot, Gilles L.
Helping Teachers and Students Talk about Learning Strategies for Teacher-Made Tests and Assignments.
PUB DATE- 97
NOTE- 35p.

schools. The subjects were early childhood and elementary teacher education students (N=105) enrolled in a required course entitled "School/Community Relations." They completed pre- and post-assessments related to their ability to work with parents. At the end of the semester, students also wrote reflective statements related to the impact of each of the four major course requirements (conducting parent interviews, developing a parent involvement plan for one year, compiling a parental involvement notebook, and planning and conducting a parent workshop). Student responses from both quantitative and qualitative data supported the premise that completing the four major course assignments enhanced the students' comfort and confidence levels in working with parents. These findings support the premise that course experiences focused on family involvement have the potential to better equip prospective teachers with the skills needed to foster parent-teacher collaboration. (Contains 31 references.) (JLS)

ED 411 221 SP 037 511

Sarason, Seymour B.
How Schools Might Be Governed and Why.
PUB DATE- 97
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; *Governance; Higher Education; *Parent School Relationship; Participative Decision Making; Politics of Education; *Power Structure; Preservice Teacher Education; Public Schools; *School Administration; *School Restructuring; Social Change
IDENTIFIERS- *Reform Efforts

This is a critique of the current system of governance in public education. Chapters include: (1) "Statement of the Problem," which introduces the issues related to educational reform and provides some examples of previous successes and failures; (2) "The Non-Learning, Non-Self-Correcting System," in which the current system is described as not being capable of reform; (3) "The Context of Productive Learning," in which adults are held to be responsible for determining where the child is and reaching the child; (4) "The Governors: Teachers and Parents," with different recommendations for governance at each level of public education and an emphasis on responsibility being assigned to both parents and teachers for educational outcomes; (5) "Some Self-Correcting Features"; (6) "Are Principals Necessary?"; (7) "Redefining Resources"; (8) "Beyond the Classroom"; (9) "The Preparation of Educators," which includes a proposal for a year-long field experience in classrooms at all grade levels for all education students; and (10) "A System That Does Not and Cannot Learn." (Contains 58 references.) (JLS)

ED 411 222 SP 037 512

Levine, Marsha, Ed.; Trachtman, Roberta, Ed.
Making Professional Development Schools Work: Politics, Practice, and Policy. The Series on School Reform.
PUB DATE- 97
NOTE- 273p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)

Teachers; Personality Traits; Teaching Guides; *Thinking Skills
IDENTIFIERS- Gardner (Howard); *Multiple Intelligences

Howard Gardner's "Theory of Multiple Intelligences" suggests that everyone is capable of at least seven "ways" of knowing. According to this theory, human beings know the world and solve problems through: (1) language; (2) logical-mathematical analysis; (3) visual-spatial representations; (4) musical thinking; (5) the use of the body; (6) an interpersonal understanding of others; and (7) an intrapersonal understanding of self. Individual differences occur in the relative strengths of each intelligence within a person and in the ways the intelligences are activated and combined to carry out various tasks and to solve problems. Multiple intelligence theory encourages teachers to expand their repertoire of techniques, tools, and strategies beyond the typical linguistic and logical ones predominantly used in classrooms. The choral rehearsal is, by nature, an experience that actively develops musical intelligence. However, each of the other intelligences can be activated, explored, and developed within the context of the general singing or choral rehearsal. The effective music educator is one who uses a variety of approaches to reach students. Each "way of knowing" is described, along with suggested activities for the choral director to use to reinforce specific intelligences. (Contains 14 references.) (ND)

ED 411 241 SP 037 533

Lopes, Solange A.
State-Wide Needs Assessment in ESL Education: Findings.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Diversity (Student); Elementary Secondary Education; *English (Second Language); Higher Education; Language Minorities; *Limited English Speaking; *Needs Assessment; Preservice Teacher Education; Program Content; Program Development; Special Needs Students; State Surveys; Student Needs
IDENTIFIERS- James Madison University VA; Teacher Needs; Virginia

This paper reports on a needs assessment study designed to identify critical needs in Virginia's English as a Second Language (ESL) education in order to design an appropriate ESL endorsement program at James Madison University. The study involved a statewide sample of K-12 schools with ESL programs. A total of 330 questionnaires were sent to 24 school divisions. The questionnaire asked about: (1) community characteristics; (2) the respondent's primary responsibility; (3) the respondent's language proficiencies; (4) faculty and student cultural diversity; (5) the number of students with limited English proficiency (LEP); (6) presence and characteristics of LEP/ESL programs, (7) LEP/ESL teachers' needs, (8) types of skills teacher education programs should emphasize; (9) resources to benefit to LEP/ESL teachers; (10) major needs of LEP/ESL students; and (11) recommendations for improvement of K-12 ESL education in Virginia. Results from the 200 returned surveys indicated that teacher preparation programs should emphasize more hands-on teaching and model active classroom teaching to better prepare prospective teachers to work with non-native students. Respondents indicated that the greatest needs were having a well-designed ESL syllabus, updated materials, consistent assessment measures, more experienced to solve problems and their perceptions of ability in each school subject. Overall, results do not provide clear support for the I/E model. Even when students were explicitly told to compare their capability in one domain to that in the others, their verbal and mathematics self-perception failed to exhibit a negative relationship. It is difficult to accept the I/E model's contention that students spontaneously, if not voluntarily, undergo two separate comparison processes when asked to report their own perceived competence. It appears that their perceptions of capability are constructed without the internal comparison process. (Contains three figures and nine references.) (SLD)

ED 411 260 TM 027 203

Bong, Mimi
Effects of Structural versus Surface Similarity on Transfer of Motivation.
PUB DATE- 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High School Students; High Schools; *Problem Solving; *Self Efficacy; Student Attitudes; *Student Motivation; *Transfer of Training
IDENTIFIERS- Los Angeles City Schools CA

The relative contribution of students' capability to perceive structural versus surface similarity on their motivation transfer was studied. It was hypothesized that surface similarity would lead to greater transfer of self-efficacy among tasks due to its readily perceptible nature. More specifically, it was hypothesized that the perception of structural and surface similarity would affect the degree of similarity perceived in the problem pairs, which, in turn, would directly influence the degree of self-efficacy transfer. Participants were 588 students from 4 Los Angeles (California) high schools. Eight pairs were constructed for comparison from four problems in arithmetic-progression, algebra and four constant-acceleration problems in physics. Students were asked to relate their self-efficacy for solving each of the problems and to rate the similarity of the problems and report the reasons similarity existed. Results support the idea that surface similarity among tasks exercises greater influence on students' perceptions and on their transfer of motivation, at least in the initial stage. Perception of similarity among tasks rooted in surface-level characteristics might not help students solve problems, but it can help produce confident learners who persist in the face of difficulties. (Contains one table, five references, and two figures.) (SLD)

ED 411 261 TM 027 204

Bong, Mimi
Congruence of Measurement Specificity on Relations between Academic Self-Efficacy, Effort, and Achievement Indexes.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English

toward technology. The Scale is attached. (Contains two tables and eight references.) (Author/SLD)

ED 411 280 TM 027 268

Katayama, Andrew D.; Robinson, Daniel H.; Devaney, Thomas; Dubois, Nelson F.
The Interaction of Study Materials and Spaced Review on Transfer and Relational Learning.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Instructional Materials; Interaction; *Learning; *Review (Reexamination); *Transfer of Training; *Undergraduate Students
IDENTIFIERS- *Graphic Organizers; *Outlines

In two experiments, researchers investigated whether the advantages of studying graphic organizers over outlines for learning text structure and transfer from a chapter-length text are restricted to study sequences that use delayed, rather than immediate, review. In the first of these studies, reported here, 89 undergraduates studied 1 of 3 sets of study materials, reviewed them immediately or 2 days later, and then were tested. Materials were the text, the text with graphic organizers, or the text plus a set of outlines. Results indicate that although graphic organizers facilitated learning text structure across both review occasions, they facilitated transfer of text knowledge only when review was delayed. The study also found evidence that students who delayed their review of graphic organizers used more effective study strategies. These findings are explained within the framework of the deactivation hypothesis (D. Krug, T. B. Davis, and J. A. Glover, 1990). (Contains 2 tables and 16 references.) (Author/SLD)

ED 411 281 TM 027 276

Palmer, Helen T.; Clegg, Cynthia; Hane, Edward Z.
Assessment Strategies: Validation of the Work Keys(TM) System for Social Workers.
PUB DATE- 96
NOTE- 54p.; Paper presented at the Annual Meeting of the International Personnel Management Association Assessment Council (20th, Boston, MA, June 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Human Resources; *Job Skills; *Occupational Tests; Performance Factors; *Social Workers; Standards; *Test Validity
IDENTIFIERS- *Work Keys (ACT)

This paper describes the Work Keys system, a program developed by American College Testing (ACT) to help improve the job skills of the workforce. This project is being conducted with the Oklahoma Department of Human Services to examine the extent to which Work Keys assessment information can be used to address the human resources needs for three classifications of social workers (classified by time in job and caseload size or type).

context and occupational prestige; (3) gender theory, women's leadership style, communication patterns, and the glass ceiling; (4) individual, organizational, and societal conceptions of leadership, and the relevance of gender to the concept of leadership; and (5) factors influencing evaluation of leaders and leadership modes, evaluation of women as leaders, and who has the right to leadership positions. The study concludes with several strategies for change, including: greater involvement of women in changing hierarchical and patriarchal structures and norms; preparation of women to relocate to find broader responsibilities; and elimination of the behaviors and actions that create a chilly campus for women. (Contains 165 references.) (CH)

ED 410 848   HE 030 422

Pavela, Gary
The Dismissal of Students with Mental Disorders.
PUB DATE- 90
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrator Responsibility; Behavior Disorders; Case Studies; *College Students; Colleges; *Compliance (Legal); Counseling Services; Disclosure; *Due Process; Evaluation Criteria; Evidence (Legal); *Expulsion; Higher Education; Legal Problems; Legal Responsibility; *Mental Disorders; Mental Health; Policy Formation; Psychiatric Services; Psychiatry; School Health Services; Student Behavior; Student Personnel Services; Student Problems; Student Rights; Universities; Withdrawal (Education)
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

This monograph is intended to serve as a practical resource for student affairs administrators, mental health professionals, campus attorneys, and others involved in formulating and implementing policies and procedures related to the dismissal of college and university students with mental disorders. One section covers legal issues surrounding Section 504 of the Rehabilitation Act of 1973 what it does and does not prohibit and due process. The basic elements of a psychiatric withdrawal policy are outlined; these include a clear statement of policy, adequate advance notice, reliance upon independent psychiatric evaluation, review by campus administration, informal review by student, legal counsel during proceedings, and a statement of reasons for the decision. There is also discussion of other policy considerations, such as the limitations of psychiatric evaluations and appropriate decision criteria. A checklist for responding to students with mental disorders is included. Appended is a case study of a student and a list of related cases. (Contains 40 references.) (CH)

ED 410 849   HE 030 423

Bazluke, Francine Tilewick
Defamation Issues in Higher Education.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Tables provide details of the variables, factor analysis, statistical correlations, and variance. (Contains 20 references.) (JLS)

ED 410 866   HE 030 462

Antons, Christopher M.; Dilla, Benjamin L.; Fultz, Miriam L.
Assessing Student Attitudes: Computer versus Pencil. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; College Environment; *College Students; Comparative Analysis; *Computer Assisted Testing; Correlation; Evaluation Methods; Higher Education; Military Schools; Questionnaires; Racial Attitudes; Religion; Sex Bias; *Student Attitudes; *Student Evaluation; Test Validity; Undergraduate Students
IDENTIFIERS- Air Force Academy CO; *AIR Forum

This study compared results of measuring student attitudes regarding race, gender, and religious climate using pencil-and-paper administration in a group setting with computer-administrated measurement over a local area network. Approximately 2,000 U.S. Air Force Academy cadets in February 1996 and 1,400 in November 1996 were administered the Cadet Social Climate Survey. The survey instrument contained demographic questions, Likert-scaled items regarding attitudes about school climate issues, and questions about personal experiences. The instrument used in November was modified to include items from the Balanced Inventory of Desirable Responding. Computer administration took less time for a student to complete, could be done in the privacy of the student's room, was easier to administer, and provided a ready data set for analysis. The comparison showed a significantly higher rate of return of valid responses using the computer version and found no significant differences in the pattern of responses between the two versions. However, significant differences were found on socially desirable responding in that computer administration appeared to encourage a socially desirable response set, probably due to concerns regarding anonymity. (Contains 14 references.) (JLS)

ED 410 867   HE 030 463

Blanchard, William; Malmberg, Margaret A.
In the Corporate Eye: A Case Study of Institutional Advancement Joining with Business Administration To Measure Corporate Perceptions of Program Value. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *Business Administration Education; Case Studies; Degrees (Academic); Education Work Relationship; Enrollment Trends; Higher Education; Institutional Advancement;

DESCRIPTORS- Academic Achievement; *Academic Persistence; Bachelors Degrees; *College Credits; *College Freshmen; Ethnicity; *Grade Point Average; Graduation; Higher Education; Prediction; Questionnaires; School Holding Power; Student Costs; Student Financial Aid; Undergraduate Study
IDENTIFIERS- *AIR Forum; *Course Load; Debt (Financial); Graduation Rates; Northern Michigan University; Oakland University MI; Time to Degree

Two studies, one at Oakland University (Michigan), the other at Northern Michigan University, examined the degree to which first semester course load predicted grade point average (GPA), retention, financial aid debt, and graduation. At Oakland University, analysis of data from 1986 freshman cohort files found that students who enrolled for a full load of 16 credits were much more likely to graduate than students who registered for 12 credits. At Northern Michigan University, the New Student Orientation survey was administered to freshmen in 1985-1987 and again in 1995 and 1996. This study identified three trends: (1) that entering freshmen who took low course loads initially almost invariably took longer than 4 years to graduate; (2) that freshmen who took higher course loads tended to have higher GPAs; and (3) that low course loads and delayed graduation appeared related to rapidly increasing student debt loads. Other analyses at both institutions indicated significant decreases in the last decade in the percent of freshmen enrolling for a 16-credit course load. At Oakland in 1985, 44 percent of freshmen had enrolled for a 16-credit course load; by 1995 the figure had dropped to 14 percent. The survey instrument used in the Northern Michigan University study is attached. (Contains 14 references.) (BF)

ED 410 885 HE 030 482

Sadler, William E.; Cohen, Frederic L.; Kockesen, Levent
Factors Affecting Retention Behavior: A Model To Predict At-Risk Students. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *College Freshmen; Dropouts; *High Risk Students; Higher Education; Identification; Institutional Research; Models; Predictive Measurement; Predictive Validity; Predictor Variables; Regression (Statistics); Research Methodology; School Holding Power
IDENTIFIERS- *AIR Forum; Logistic Regression; *New York University

This paper describes a methodology used in an on-going retention study at New York University (NYU) to identify a series of easily measured factors affecting student departure decisions. Three logistic regression models for predicting student retention were developed, each containing data available at three distinct times during the first semester: first, prior to the start of the fall semester; second, after the third week of classes; and third, at the end of the first semester. A method of identifying appropriate variables for inclusion in the logistic regression model is discussed as well as a rationale for choosing different cut points to classify the logit results. The study followed Fall 1994 and Fall 1995 freshmen (n=2209) among whom 272 students did not return to NYU a year after entry. Variables were grouped into six general categories enrollment management to have the highest agreement rate. Student retention data and exit examinations were identified as appropriate teaching and learning benchmarking measures; while retention data, student enrollment, and student satisfaction were cited as appropriate benchmarking measures for enrollment management. Twenty-one data tables summarize responses. The four appendixes include: the East Tennessee State University matrix; a copy of the letter of transmittal use; the questionnaire; and a directory of respondents. (Contains 40 references.) (CH)

ED 410 903 HE 030 500

Improving College Preparation in Ohio: A Total System Approach.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *Admissions Counseling; College Admission; *College Bound Students; *College Preparation; College School Cooperation; Compensatory Education; Cooperative Programs; *Developmental Studies Programs; Educational Counseling; Educational Finance; Educational Improvement; Elementary Secondary Education; Extension Education; High Risk Students; High School Graduates; Higher Education; Instructional Systems; *Remedial Programs; State Boards of Education; Systems Approach
IDENTIFIERS- College Readiness Program; *Ohio

This document proposes a plan to significantly increase the number of fully prepared freshmen at Ohio's colleges and universities by the year 2001. The plan, prepared by the Ohio Secondary and Higher Education Remediation Advisory Commission, makes five recommendations: (1) communicate a consistent set of college-level expectations and articulate a clear college-readiness path for students; (2) begin promoting college readiness early in the educational process; (3) support and share successful teaching and learning strategies through a collaborative learning extension program; (4) target a percentage of each year's developmental funds toward collaborative programs that focus on college readiness; and (5) support development of a total system approach of the K-12 and higher education communities. The report supports these recommendations by defining the fundamental problem to be an educational system that identifies and remediates only after students have graduated from high school and entered college; by answering several key questions regarding developmental education; by listing benefits to be derived from the proposed plan; and by suggesting ways to use funding incentives to reduce developmental enrollments. Appendixes define terms, review data sources, summarize existing strengths of the state system, review experiences of other states, and list the names of interested persons. (CH)

ED 410 904 HE 030 502

Student Data Report. Oklahoma Higher Education, 1995-96.
PUB DATE- 97
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; *College Attendance; College Transfer Students; Declining Enrollment; *Diversity (Student);

DESCRIPTORS- *College Students; Communication Skills; *Computer Science; Employment Opportunities; Higher Education; *Job Skills; Problem Solving; Professional Education; Professional Occupations; Stress Management; Teamwork; Technology; *Thinking Skills; Time Management; Undergraduate Study; *Workplace Literacy

The typical undergraduate program in computer science includes an introduction to hardware and operating systems, file processing and database organization, data communication and networking, and programming. However, many graduates may lack the ability to integrate the concepts "learned" into a skill set and pattern of approaching problems that would enable then to fit easily into a business organization and to succeed in such an environment. This paper describes the nontechnical and non-theoretical skills necessary to survive and advance in the workplace, and suggests activities to develop those skills. General skills required in the workplace include the ability to: manage time and set priorities; work effectively as part of a team; generalize learning to various situations; manage stress; communicate effectively; and support ideas and problem solutions. "Computer" skills required in the workplace include: logical thinking; ability to eliminate program errors; reuse software; adjust to constantly changing project specifications; and develop good design skills. To succeed in the field, students must learn how to effectively apply knowledge they learn to the real world. They must also be able to communicate ideas effectively, work with a variety of people, and expand their knowledge and skills as the field changes. (SWC)

ED 410 922 IR 018 484

Gordonov, Anatoliy; Kress, Michael; Carlin, Marianne
Video Networks in an Electronic Classroom Environment and Analysis of Student Preferences in the Development of a Network-Based Video Distribution System.
PUB DATE- 97
NOTE- 10p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Networks; *Display Systems; Higher Education; *Interactive Video; Multimedia Instruction; Student Attitudes; *Video Display Terminals; Video Equipment; Videotape Recordings
IDENTIFIERS- *Analog Digital Interfaces; *City University of New York Coll of Staten Island; Hybrid Technologies

Faculty experience at the College of Staten Island--City University of New York shows that Hybrid Analog Digital Networks (ADViNet) prove to be useful in the classroom environment. They support major instructional activities, and are very efficient in the distribution of full-screen motion video and other graphical images. The ADViNet does not introduce extra traffic in the local area network, and does not slow down other network operations. The use of a video network is an efficient and effective teaching tool in those courses where the course content is completely new to the students, requiring extensive use of lecture and presentations from visual sources. In advanced classes, laboratories, and seminars, video networks have prove productive for modeling, individual and group tutoring, and monitoring. Student surveys suggest that the students like to take classes in a classroom integration of services and user interface issues. Finally, a number of issues relating to implementing this type of change on campus is examined. A Presentors Index is included at the end of the paper. (AEF)

ED 410 941 IR 018 521

Ireson, Sherri Renee
Remedial/Developmental Studies Students' Attitudes toward Computer Aided Instruction.
PUB DATE- 97
NOTE- 49p.; Master's Research Report, Mercer University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Attitudes; Computer Uses in Education; *Developmental Studies Programs; *Remedial Instruction; *Student Attitudes; Student Surveys; Two Year Colleges
IDENTIFIERS- Georgia

This study examined remedial/developmental studies students' attitudes toward computer aided instruction at a two-year college in central Georgia. A total of 86 students were surveyed with an instructor-developed instrument to determine if the students held positive attitudes toward using the computer, felt that computer aided instruction was beneficial in helping them to understand their current studies, and felt that computer skills learned were transferable to the workplace. Survey items related to students enjoying using the computer, finding the computer helpful in their current classes, and gaining useful skills for the workplace were significant. Results indicated that students overwhelmingly held positive attitudes toward using computers, felt that computer aided instruction was beneficial in helping them learn material being currently covered in class, and thought computer skills learned were transferable to the workplace. (Contains 28 references.) (Author)

ED 410 942 IR 018 524

Jacobs, Barbara L.
Using Internet To Integrate Curriculum.
PUB DATE- 96
NOTE- 101p.; Master's Paper, National-Louis University. Some pages may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Mediated Communication; *Computer Uses in Education; *Curriculum Development; *Educational Cooperation; Educational Facilities; Grade 5; Intermediate Grades; *Internet; *Museums; *Online Systems; Science Education; Science Teaching Centers; Students
IDENTIFIERS- *Digitizing; Illinois; Interactive Courseware; Technology Integration

This paper describes a year-long project in a fifth grade classroom to investigate the recurring flooding of the Pecatonica River (Illinois) and its effects on plant and animal life. The project was funded by a grant from the Illinois State Board of Education (ISBE) to involve elementary school classrooms with a consortium of museums in the on-line digitization of museum artifacts. The project was designed to:

Documentation; Futures (of Society); Human Factors Engineering; Information Storage; Librarians; Library Catalogs; *Library Technical Processes; Microcomputers; *Online Systems; Technological Advancement; Training; *Workstations
IDENTIFIERS- Library of Congress; Library of Congress Classification

The job of the library cataloger has grown increasingly complex. Catalogers must draw from a vast pool of dynamic information as they handle traditional and new forms of media. Technical Services Workstations (TSWs) provide catalogers the network data, application programs, and standard hardware required to catalog all types of media quickly and with dependable accuracy. This book provides librarians and catalogers with the vital issues to consider in developing a strategy and implementing effective TSWs. The book is divided into five parts: Background and Planning; Online Documentation and Online Tools; Productivity Enhancers: Macros and Programmatic Approaches; Ergonomic and Training Issues for the Desktop Environment; and The Symbiotic Future: Technical Services Workstations, the Internet, and the World Wide Web. It includes the following chapters: (1) "Hardware and Network Considerations" (Michael Kaplan); (2) "Software Considerations" (Michael Kaplan); (3) "A Developer's Point of View" (Mark Wilson); (4) "National Cooperative Programs" (Michael Kaplan); (5) "Online Documentation First Steps: Cataloger's Desktop" (Bruce Chr. Johnson); (6) "Library of Congress Classification: SuperLCCS and Classification Plus" (Anaclare Frost Evans); (7) "Dewey for Windows" (Diane Vizine-Goetz and Mark Bendig); (8) "Northwestern University's Toolkit" (Gary L. Strawn); (9) "Custom Applications: The Library of Congress Experience" (David Williamson); (10) "Ergonomics and Design" (Bruce Trumble); (11) "Training" (Julia C. Blixrud); and (12) "The TSW and Emerging Technologies: A Researcher's Perspective" (Diane Vizine-Goetz). (Contains 66 references.) (SWC)

ED 410 961 IR 056 449

Maxwell, Robert L.; Maxwell, Margaret F.
Maxwell's Handbook for AACR2R: Explaining and Illustrating the Anglo-American Cataloguing Rules and the 1993 Amendments.
PUB DATE- 97
NOTE- 522p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Authority Control (Information); Bibliographic Databases; *Bibliographic Records; Bibliographic Utilities; *Cataloging; Librarians; Library Automation; *Library Catalogs; *Library Technical Processes; Students
IDENTIFIERS- *Anglo American Cataloging Rules 2; MARC

This handbook is designed to assist experienced catalogers and library school students in the application of the most commonly used rules for bibliographic description, choice of access points, and form of headings in accordance with the revised Anglo-American Cataloging Rules (AACR2R). The book is intended as a supplement to the text of the Anglo-American Cataloging Rules. This revised edition of the handbook has converted the cataloging examples to machine-readable (MARC) format. A general overview of MARC bibliographic format is provided in the introduction. The handbook includes the following chapters: (1) General Information; (2) Books, Pamphlets, and Printed

*Reference Services; *User Needs (Information); User
Satisfaction (Information)
IDENTIFIERS- *Creighton University NE; Historical Background

Traditional reference service at the Creighton University Health Sciences Library/Learning Resources Center has been transformed into a vibrant, information dissemination system. Maintaining routine reference skills and developing new ones is standard practice. The furious pace of demand for information, and the growing "technicalness" of information retrieval, have been met by a diversified approach: plenty of hands-on-teaching, proactive outreach, and customized assistance to individual customers as well as to entire departments. Constant review, evaluation and adjustment keep this system from crashing. On-going training, and support from the entire staff keep the library's approach invigorated and its outlook fresh. The paper describes the development and improvement of the library's reference services since the founding of the library in 1977; bibliographic instruction; lunchtime learning sessions and guest speakers; reference requests by e-mail; reference department use data; and staff cross-training. Photographs of library facilities and staff are provided. (Author/SWC)

ED 410 982 IR 056 480

Nowick, Elaine; Breckbill, Anita; Cassner, Mary
Shrinking Budgets and Changing Formats: Journal Use Studies and
Comparisons of Journal Indexing Databases.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the Nebraska
Library Association (Crete, NE, May 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information;
Budgeting; Electronic Journals; Full Text Databases; Higher
Education; Information Dissemination; *Library Circulation;
Library Expenditures; Library Funding; *Library Materials;
*Periodicals; Scholarly Journals; Serials; Technological
Advancement; *Use Studies; *User Needs (Information)
IDENTIFIERS- *University of Nebraska Lincoln

As serials budgets shrink, serial prices increase, and journal titles continue to proliferate, libraries are challenged to better assess and fulfill users' information needs. Changing formats complicate the situation while better indexing and abstracting services make patrons more aware of the vast literature available. This study examines several ways to assess users' needs at the University of Nebraska-Lincoln libraries. In the journal use study, usage was surveyed using three methods: circulation counts of found volumes, reshelving counts of current periodicals, and citation analysis. Although most correlations among journal use measures were significant, they were not high enough in most cases to rely upon any one as the sole measure of journal popularity with confidence. Journal usage measures can provide important information to supplement, confirm, or cause questioning of more subjective judgments of the value of a journal subscription to users. Journal usage measures require considerable staff time and commitment and need to be done periodically as user needs change over time. A comparison of journal coverage and journal availability for several databases in agriculture and medicine is also discussed. Knowing the popularity of individual journals and having an idea of the titles covered by indexes enables a librarian to determine which method of access to use in this drop of 8%, or 231 FFTE, from spring 1996; (2) unduplicated fundable headcount enrollment at the end of spring 1997 was 13,357, representing a 6.9% decrease from the previous spring term but indicating a slight increase in the number of credits taken per student; (3) much of the enrollment loss was accounted for in the college credit area of advanced and professional education and postsecondary vocational education, with the two areas showing 160 total fewer FFTE and 83 fewer paying students between 1996 and 1997; (4) adult basic education and general education development (GED) prep represented another area of substantial loss, accounting for 70 fewer FFTE, or 30.3% of the unadjusted FFTE loss; and (5) although the 8% decline in FFTE was substantial, there was a decrease of only 4.5% in fee paying college credit FFTE. Six data tables are appended. (HAA)

ED 411 001 JC 970 447

Full-Time Equivalent and Unduplicated Headcount Students. End-of-Year Enrollment Report, 1996-1997. Report Number R-97-614.
PUB DATE- 97
NOTE- 21p.; For related enrollment reports, see JC 970 445-446 and JC 970 449.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Community Colleges; *Declining Enrollment; *Enrollment Rate; *Enrollment Trends; Full Time Equivalency; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- Pensacola Junior College FL

At the close of the 1996-97 academic year, Florida's Pensacola Junior College (PJC) undertook an analysis of enrollment to determine trends from the previous academic year. Results of the analysis included the following: (1) PJC ended the year with 6,644 fundable full-time equivalent (FFTE) students, a drop of 6.6%, or 470.5 FFTE, from 1995-96; (2) unduplicated fundable headcount enrollment for 1996-97 was 22,520, a decrease of 4.8% from 1995-96; (3) the 6.6% FFTE loss represented a substantial worsening of the 4.2% decline between 1994-95 and 1995-96; (4) most of the enrollment losses were in the college credit area of advanced and professional (A&P) and postsecondary vocational (PSV) programs, with A&P experiencing a decrease of 7.9% (n=-283) and PSV showing a loss of 3% (n=-43); and (5) although the area of college prep experienced a 23.1% increase (n=65) in FFTE between 1995-96 and 1996-97, adult basic education and general education development (GED) showed a substantial drop in FFTE of 18.9% (n=-128). A discussion of factors contributing to the trends is included. Seven data tables are attached. (HAA)

ED 411 002 JC 970 448

The Southern Association of Colleges and Schools Accreditation Site Visitation Committees for Pensacola Junior College Report Abstracts, 1956, 1966, 1976, 1987, 1997: Suggestions and Recommendations. Report Number R-97-619.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Advisory Committees; Annual Reports; *College Governing Councils; *College Planning; *Committees; Community Colleges; *Faculty Organizations; Government School Relationship; Policy Formation; Program Descriptions; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

The Academic Senate for California Community Colleges was established to promote the best interests of higher education in the state and to represent community college faculty at the state level. This 20th annual report summarizes the activities of the Academic Senate for 1995-96. The first part presents a report from the Senate President, a financial statement, lists of goals and committee priorities for 1995-96, and minutes from the Senate's fall 1995 and spring 1996 sessions. The second part presents annual reports from Senate standing committees on affirmative action/cultural diversity, revised accreditation standards and liaison, common course numbering, counselor and librarians, curriculum, educational policies, elections, faculty development, legislative issues, publications, relations with local senates, resolutions, standards and practices, technology, and vocational education. Next, reports are provided from Senate advisory committees on basic skills, review of the capital outlay handbook, curriculum, matriculation, and the development of a strategic telecommunications master plan. Finally, annual reports are presented for the following liaison committees: the California Great Teachers Seminar; California Educational Round Table Intersegmental Coordinating Committee, Subcommittee on Outreach, Admissions and Transfer; Community College Association of Occupational Educators; Economic Development Network; English Council of California Two-Year Colleges; Historically Black Colleges and Universities Task Force; the Legislative Committee Chair; and Distance Learning and Technology Groups. A list of Senate publications and a roster of local academic senate presidents by college are attached. (TGI)

ED 411 020   JC 970 494

Priorities Statements of Community Colleges.
PUB DATE- 97
NOTE- 142p.; For the FY 1997 report, see ED 400 005.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *Community Colleges; *Educational Facilities Planning; Educational Improvement; *Instructional Improvement; Organizational Development; *Organizational Objectives; Program Development; Program Implementation; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

Each year since 1994, the 52 community colleges in Illinois prepare priority statements detailing specific college objectives for the current fiscal year (FY). This report provides the third update of the colleges' statements, covering FY 1998. Brief statements, from one to four pages, are provided for the following colleges: Belleville Area College, Black Hawk College, the seven City Colleges of Chicago, Danville Area Community College, College of DuPage, Elgin Community College, William Rainey Harper College, Heartland Community College, Highland Community College, Illinois Central College, the four Illinois Eastern Community Colleges, Illinois Valley Community College, Joliet Junior College, Kankakee Community College, (allowing for children's natural learning rather than giving them unasked-for teaching), off-campus colleges, learning languages from native speakers, compliance with state regulations, and families learning together. Issue 107 focuses on homeschooling with a nonparental adult, compliance issues, mathematical thinking, student decision-making, homeschool teacher qualifications, and mothers' enthusiasm. Issue 108 contains the 1996 Directory of Families and Organizations and focuses on family volunteering, doctors' prejudice, outdoor programs for homeschoolers, Christian unschooling, and using experiential learning to change self-perceptions. Each issue contains columns on current news and reports concerning home schooling, available resources, challenges and concerns of readers, book reviews, and "Watching Children Learn," readers' narratives regarding learning activities in different areas. (KB)

ED 411 038 PS 025 180

Dombro, Amy Laura; O'Donnell, Nina Sazer; Galinsky, Ellen; Melchar, Sarah Gilkeson; Farber, Abby
Community Mobilization: Strategies To Support Young Children and Their Families.
PUB DATE- 96
NOTE- 407p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Agents; *Community Action; Community Attitudes; *Community Cooperation; Community Coordination; Community Involvement; Community Leaders; *Community Programs; Community Support; Compensation (Remuneration); Credentials; Day Care; Early Childhood Education; Financial Support; *Integrated Services; Needs Assessment; Parent Participation; Professional Development; Public Agencies; School Community Relationship; Social Services; State Regulation; *Young Children
IDENTIFIERS- Business Community Relationship; Parent Community Relationship; Public Awareness

Noting the increasing need for public officials, practitioners, business leaders, concerned citizens, and parents to work together to improve the quality of life for young children and families, this book for community organizations provides information needed to begin or enhance local or statewide community mobilization efforts. Included are descriptions of initiatives based on information gathered through interviews with staff conducted over a 3-year period. The book begins with a definition of community mobilization, its principles, and the origins and stages of community mobilization efforts. The remaining sections detail the three stages of community mobilization, using a question-answer format, and including information from specific initiatives to illustrate particular points. Section 1, "Creating a Vision: Promising Practices," contains chapters on getting started, assessing needs, mobilizing the voice of parents, and involving businesses. Section 2, "Implementing the Vision: Creating Quality Services for Young Children and Their Families," includes chapters on reforming communities to serve families of young children through coordinating services, systemic planning and reform, and institutionalizing integrated services. Also included in this section are chapters on improving and assuring the quality of services through promoting professional development of the day education; and (3) parents' ideas about their responsibilities and reported behaviors related to major decisions in the course of the child's education. Data were also gathered on parents' sense of efficacy in helping their children succeed in school, teacher ratings of parent effectiveness in helping the child, and child achievement. Analyses of over 9,000 coded interview statements suggested systematic patterns of links between the values and behavioral components of role construction, between components of role construction and measures of parental efficacy, and teacher-rated parental effectiveness and child achievement. Cluster analyses revealed varied patterns of role construction associated with higher and lower child achievement. (Four tables and two appendices list statistical results, indicators, and coding scheme. Contains 60 references. (Author)

ED 411 055 PS 025 685

Roberts, Blair E.
How Has the Environment Influenced Christy's Growth?
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Classroom Environment; Classroom Techniques; Grade 1; Modeling (Psychology); Observation; Primary Education; Role Models; Student Adjustment; Teacher Effectiveness
IDENTIFIERS- Bronfenbrenner (Urie); Peer Modeling

Defining environment as both the physical space and the people who are in it, this paper explored the effects of environment on a first-grade child. Urie Bronfenbrenner's theories on the effects of physical environment on children provided a conceptual foundation during the observation of Christy, a student at Lawrence School in Brookline, Massachusetts. The focus of the observations was on adult and peer modeling, as well as the effects of structure and positive reinforcement. Christy's behavior and attitude improved when she acquired a friend, a positive effect of peer modeling. Differences in behavior between regular classes and "specials" (gym and music) were attributed to differences in structure, teacher/student relationship, and individual versus group goals. Christy was regarded as a "gray" child, that is, one who would not demand attention due to behavior or attitude and therefore could be overlooked, underappreciated, or left on her own for advancement. The conclusion drawn from these observations is that "gray" children do better in a structured environment and that extra help in a classroom provides a nurturing atmosphere that is beneficial to such children. (MT)

ED 411 056 PS 025 686

Meier, Daniel R.; Britsch, Susan J.
Building a Literacy Community: The Role of Literacy and Social Practice in Early Childhood Program Reform.
PUB DATE- 97
NOTE- 29p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

create a local learning community based on technology in order to acquire and apply knowledge about multiage grouping, and to moderate the electronic exchange of information about multiage grouping locally, nationally, and internationally. Data from multiple sources were collected and analyzed, including classroom observations, teacher interviews, teacher surveys, and teacher reflection journals. It was determined that multiage grouping was successfully established with the assistance of technology, but that practical assistance and continuous support were needed to maintain multiage grouping patterns. While developmental appropriateness improved after the first year, the emphasis was found to be more on technology than curriculum, and a need for integrating technology into constructivist teaching practices was found. There was a continued need for implementing technology to help it facilitate teaching, learning, and professional development. (JPB)

ED 411 073 PS 025 751

Kowalski, Kurt
Vicarious Exposure to Diversity as a Means of Influencing Young Children's Ethnic/Racial Attitudes.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Childhood Attitudes; Cultural Awareness; *Cultural Differences; Cultural Exchange; Cultural Pluralism; Culture Contact; Ethnicity; Exchange Programs; Foreign Countries; Identification (Psychology); Intercultural Programs; *Preschool Children; Preschool Education; *Racial Attitudes; Racial Identification
IDENTIFIERS- Japan; Japanese People; United States

Introducing preschool-age children to people of diverse ethnic/racial backgrounds and cultural practices is becoming one of the central features of early educational programming. This study used a pre-test post-test design with a control to assess such an educational intervention aimed at positively influencing American preschoolers' attitudes toward Japanese children. American children's ethnic/racial awareness and attitudes were assessed using multiple measures prior to and after the completion of a 4-month-long cultural exchange program between a preschool in the United States and one in Japan. In comparison to the control group, children participating in the "Sister School" program showed an increase in ethnic/racial awareness and own-group bias after the program's completion. However, children's own-group bias was not related to their evaluation of Japanese children when attitudes toward Japanese were assessed independently of the children's attitudes toward their own group. Thus, while the treatment group children displayed a significant increase in own-group bias on a forced-choice attitude assessment, their evaluation of Japanese on an independent measure was slightly more favorable after the intervention than before; however, this increase on the independent measure did not achieve significance. These finding suggest three important points: (1) teaching preschool-age children about an ethnic/racial out-group raises their awareness of their own group membership; (2) increasing children's investment in their own ethnic/racial establish and voice their opinions, including selecting courses and writing letters to the editor. Chapter 3, "Establishing Positive Role Models and Mentors," focuses on helping girls contact positive role models and mentors and deal with negative role models. Chapter 4, Developing Physical Strength and Personal Safety Skills," discusses personal safety, home maintenance skills, sports, eating disorders, and physical maturation. Chapter 5, "Participating in the World," concerns expressing self-confidence through community involvement, including working vacations and political activities. Chapter 6, Learning Conflict-Resolution Skills," examines negotiation skills, personal responsibility, and curbing "girl bashing." Chapter 7, "Helping Her to Articulate Her Value," discusses helping girls make healthy choices and using tools such as memory journals to record her experiences. Chapter 8, "Developing Financial Independence," concerns building responsibility for personal finances, including saving, investing, and earning money. Chapter 9, "Planning for Success: Entrepreneurism," focuses on career preparation, including developing a small business and avoiding negative work connotations. Chapter 10, "Lifelong Learning," highlights the importance of parent involvement in their daughter's education. Chapter 11, "Feeling Good From the Inside," concerns self-awareness, dealing with moods, and relationships with boys. Chapter 12, "Honoring Family Traditions and Identity," advocates using family traditions and customs to build personal identity. (KB)

ED 411 091 PS 025 785

MacGregor, Cynthia
Family Customs and Traditions.
PUB DATE- 95
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Culture; Family Environment; *Family Life; Family Needs; *Folk Culture; *Holidays; Parent Child Relationship; Personal Narratives
IDENTIFIERS- Birthdays; Christmas; Daily Routines; *Family Activities; Family Communication; Hanukkah; Personal Celebrations; Seasonal Celebrations; Superstition

Recognizing the importance of maintaining open communication with immediate and extended family members, this book provides a compilation of ideas for family traditions and customs that are grounded in compassion and human kindness. The traditions were gathered from families in the United States and Canada who responded to advertisements in various locations. Chapter 1, titled "Family Harmony," contains short personal narratives describing ways families deal with commonplace events such as bedtime, food preparation and mealtime, greetings, chores, reading, storytelling, and television viewing that provide the basis for cherished childhood memories. Chapter 2, "Christmas and Chanukah Celebrations," includes personal family religious and secular traditions related to gift giving and receiving, foods and decorations, and family gatherings. Chapter 3, "Other Holidays, Birthdays, and Other Celebrations," presents family practices for Thanksgiving, Flag Day, New Year's Day, Father's and Mother's Day, birthdays, and adoption anniversaries. Chapter 4, "Invented Holidays," contains narratives describing

PUB DATE- 97
NOTE- 176p.; Master's thesis, Marshall University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *American Indian Education; Educational Needs; Elementary Secondary Education; Human Capital; *Role of Education; Rural Economics; *Rural Education; Rural Population; Rural to Urban Migration; *School Community Relationship
IDENTIFIERS- Amish (Old Order); Appalachian People; *Community Viability; Cultural Capital; *Education Economy Relationship; Menominee (Tribe); Social Capital; West Virginia

This thesis examines the ways in which rural schools support or undermine rural community viability in the United States. Beginning in the late 19th century, the diverse people of the United States came under the power of a single ideology of modernization and the superiority of urban culture. This ideology has resulted in the American transition from a rural people who labored on the land to an industrialized people compelled to wander from place to place in search of work in the industrial artifice. Such lack of connection to place has had negative impacts on the environment and on the viability of rural communities. As part of the story, schools have produced and reproduced human, cultural, and social capital; supported the ideology of "progress"; and promoted the departure of rural youth to urban opportunities. The history and present circumstances of three rural groups--the Old Order Amish, the Menominee Nation, and rural Appalachians in West Virginia--illustrate how events of the national rural-to-urban transition played out locally and how schools continue to impact community viability in terms of cultural, social, human, ecological (or natural), and financial capital. Meaningful reform of rural schools requires greater understanding of the local context in which they are situated and increased attention to learning to live well in a rural place. Contains 88 references. (Author/SV)

ED 411 109   RC 021 064

Native American Students in North Dakota Special Education Programs.
SPONS. AGENCY- Commission on Civil Rights, Washington, DC.
PUB DATE- 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Education; *American Indians; Compliance (Legal); Cross Cultural Training; Disabilities; Elementary Secondary Education; Enrollment; *Equal Education; Financial Support; *Racial Attitudes; *Special Education; Student Evaluation; *Student Placement; Teacher Education
IDENTIFIERS- Commission on Civil Rights; Native Americans; *North Dakota

Based on background research and information submitted at a public hearing in Bismarck, North Dakota, on December 13, 1991, this report addresses the extent to which Native American students are treated equally in North Dakota special education programs. It was found that in some schools and special education units, Native American students in special education far exceeded their proportion in the total student population. Statistics reinforce beliefs of special education personnel and others that the placement of some Native American students in

(132),Reports - Research/Technical (143)
DESCRIPTORS- *Community Development; Counties; *Education Work Relationship; Focus Groups; *High School Students; High Schools; Information Sources; *Learning Activities; Rural Areas; *Rural Education; School Business Relationship; School Community Relationship; *Service Learning; Student Volunteers; World Wide Web
IDENTIFIERS- *Appalachia

This resource guide provides information on community service-learning activities for rural students. The guide is based on focus-group sessions in which participants from five rural Appalachian counties identified community service activities that would enhance students' academic success, improve their transition from school to work, and address the development needs of rural communities. Participants included representatives of business and labor, educators, officials of tech prep and school-to-work programs, and community economic development leaders. Selected sites were counties that had applied to be designated as a federal rural Empowerment Zone or Enterprise Community or counties that had a high school implementing a tech prep curriculum. Sites represented various economic bases. The guide describes the major community and economic development issues and related student service-learning activities for each of the five sites. Tables list the activities, along with each activity's skill development rating assigned by focus-group participants and the academic value rating assigned by high school teachers. Also included are a directory of 30 Internet sites related to service learning, community service and volunteerism, and state commissions on community service, and 16 abstracts of documents related to community service-learning available through ERIC. The appendix includes demographic information on the five sites. (LP)

ED 411 125 RC 021 145

Metzer, David
When Do High School Dropouts Return to Education and Why?
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Attitude Change; *Dropout Attitudes; Dropout Characteristics; Dropout Research; *Dropouts; *Educational Attitudes; High Schools; *Reentry Students; Rural Schools; School Counselors; School Policy; Student Attitudes; Student Problems; Teacher Attitudes; Withdrawal (Education)
IDENTIFIERS- Illinois

This paper reports on a study of high school dropouts ages 16-24 in a rural county in Illinois. Specifically, the study reports on descriptive data pertaining to high school dropouts, focusing on those who chose to return to education; changes in student views and perceptions regarding education; and efforts by the school system to encourage dropouts to return to school. Surveys were completed by 115 dropouts who had either returned to high school or were enrolled in a GED program or vocational/training program. In addition, in-depth interviews were conducted with 52 dropouts, including 12 who failed to return to education altogether, and with principals, counselors, and teachers. The proportion of minority dropouts

20, 1990), Volume 2.
PUB DATE- 90
NOTE- 364p.; For volumes 1 and 3, see SE 058 665 and SE 058 667.
LANGUAGE- French; Spanish; English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Education

This proceedings of the annual conference of the International Group for the Psychology of Mathematics Education (PME) includes the following research papers: "Children's Connections among Representations of Mathematical Ideas" (A. Alston & C.A. Maher); "Algebraic Syntax Errors: A Study with Secondary School Children" (A. Avila, F. Garcia, & T. Rojano); "The Development of Conceptual Structure as a Problem Solving Activity" (V. Cifarelli); "From Arithmetic to Algebra: Negotiating a Jump in the Learning Process" (A. Cortes, N. Kavafian, & G. Vergnaud); "Continuous Analysis of One Year of Science Students' Work in Linear Algebra, in First Year French University" (J.L. Dorier); "Avoidance and Acknowledgement of Negative Numbers in the Context of Linear Equations" (A. Gallardo); "Introducing Algebra: A Functional Approach in a Computer Environment" (M. Garancon, C. Kieran, & A. Boileau); "LOGO, to Teach the Concept of Function" (D. Guin & I.G. Retamal); "The Concept of Function: Continuity Image versus Discontinuity Image: Computer Experience" (F. Hitt); "Acquisition of Algebraic Grammar" (D. Kirshner); "Embedded Figures and Structures of Algebraic Expressions" (L. Linchevski & S. Vinner); "A Framework for Understanding What Algebraic Thinking Is" (R.L. Lins); "Developing Knowledge of Functions through Manipulation of a Physical Device" (L. de Lemos Meira); "Students' Interpretations of Linear Equations and Their Graphs" (J. Moschkovich); "An Experience to Improve Pupil's Performance in Inverse Problems" (A. Pesci); "Algebra Word Problems: A Numerical Approach for Its Resolution: A Teaching Experiment in the Classroom" (G. Rubio); "Children's Writing about the Idea of Variable in the Context of a Formula" (H. Sakonidis & J. Bliss); "Observations on the 'Reversal Error' in Algebra Tasks" (F. Seeger); "Generalization Process in Elementary Algebra: Interpretation and Symbolization" (S.U. Legovich); "Effects of Teaching Methods on Mathematical Abilities of Students in Secondary Education Compared by Means of a Transfer Test" (J. Meijer); "On Long Term Development of Some General Skills in Problem Solving: A Longitudinal Comparative Study" (P. Boero); "Cognitive Dissonance versus Success as the Basis for Meaningful Mathematical Learning" (N.F. Ellerton & M.A. Clements); "Time and Hypothetical Reasoning in Problem Solving" (P.L. Ferrari); "The Interplay between Student Behaviors and the Mathematical Structure of Problem Situations: Issues and Examples" (R. Herschkowitz & A. Arcavi); "Paradigm of Open-Approach Method in the Mathematics Classroom Activities: Focus on Mathematical Problem Solving" (N. Nohda); "Reflexions sur le Role du Maitre dans les Situations Didactiques a Partir du Cas de l'Enseignement a des Eleves en Difficulte" (M.J.P. Glorian); "Diagnosis and Response in Teaching Transformation Geometry" (A. Bell & D. Birks); "Children's Recognition of Right Angled Triangles in Unlearned Positions" (M. Cooper & K. Krainer); "The Role of Microworlds in the Construction of Conceptual Ent

ED 411 156 SE 060 553

Achievements of Primary 4 and Primary 5 Pupils in Mathematics and Science. Third International Mathematics and Science Study.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; Foreign Countries; Intermediate Grades; International Studies; Mathematics Curriculum; *Mathematics Tests; Science Instruction; *Science Tests; *Student Surveys
IDENTIFIERS- Scotland; Third International Mathematics and Science Study

This document reports on the performance of Scottish primary students in mathematics and science. Students scored below the international average in mathematics and are ranked in the lower half of the range of countries involved in the study. In science, students scored above the international average and are ranked in the middle. Sections addressing performance in mathematics, examples of mathematics test items, Scottish features and international comparisons in mathematics, performance in science, examples of science test items, and Scottish features and international comparisons in science are included. (DDR)

ED 411 157 SE 060 556

Cavanaugh, Terence; Cavanaugh, Catherine
Learning Science with Science Fiction Films.
PUB DATE- 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Florida Association of Science Teachers (Key West, FL, October, 1996). Adapted from the book of the same title by Kendall Hunt Publishing Company in 1995.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; *Films; General Science; *Learning Strategies; Relevance (Education); *Science Fiction; *Student Motivation; Technology

This paper is an excerpt from a book on learning science using science fiction. The focus is on the use of science fiction films to engage students and encourage greater enthusiasm and interest in science. "Jurassic Park" is used as an example that can provide educators with countless lesson opportunities. This approach recommends the use of fun as an effective tool for motivating students and takes the stance that science is a vehicle for comprehension. Definitions of science fiction and a comparison of science fiction literature with science fiction films; a rationale for using science fiction to teach science; methods for using science fiction in the classroom; and sample lessons for the films "Destination Moon," "Star Trek" (Immunity Syndrome episode), and the "Forbidden Planet" are presented. Contains 15 references. (DDR)

ED 411 158 SE 060 562

Weiss, Iris R.

Policy Formation; Prediction; *Social Change

This bibliography presents a list of resources relating to the Delphi approach and its application in many different arenas. Books, papers, and journal articles in periodicals are included in the listing, which covers the years 1963-1996. (EH)

ED 411 181 SO 027 423

Weber, Sister Christopher
Character and Citizenship Education: Teaching Our Children To Be Human.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Role; *Citizenship; *Citizenship Education; Codes of Ethics; Elementary Secondary Education; Ethical Instruction; *Moral Development; Moral Values; Public Schools; *School Community Relationship; *Values Education
IDENTIFIERS- *New Hampshire

This paper examines the development of character education requirements in New Hampshire public school curricula and the education of teachers to be certified to teach character education. The research literature is reviewed and examples of programs for character development are described. Several observations provide helpful insights on the topics of citizenship and character education including: (1) character and citizenship education is not easy and schools must join in the humanizing process begun by parents in the home; (2) character and citizenship education is a partnership between the schools and the larger community; (3) character and citizenship education requires building community; (4) character and citizenship education should teach, not preach; and (5) character and citizenship education should inspire hope. (EH)

ED 411 182 SO 027 424

Fitzhugh, William P.
Teaching Elementary Students about Japan
PUB DATE- 96
NOTE- 32p.; This paper resulted from a Keizai Koho Fellowship to Japan in 1996.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian History; *Asian Studies; Elementary Education; Foreign Countries; Geography; Instructional Materials; *Interdisciplinary Approach; Literature; Non Western Civilization; Realia; *Social Studies; Teaching Guides
IDENTIFIERS- *Japan

This paper presents a study unit on Japan for elementary students which can be adapted for any level. Lessons include: (1) "Video Traveling Activities To Accompany Students on Their Journey to Japan"; (2) "Travel Brochure"; (3) "Discovering Culture by Using a Realia Kit"; (4) "Comparative Geography Using the Five Fundamental Themes of Geography"; (5) "Japan and Environmental Concerns"; (6) "Literature Strand: 'The Flute Player of Beppu'"; (7) "Stand on the Map: Learning about Japan"; (8) "Let's Read about Japan and the Japanese People"; and (9) "Surveying Japanese Students: Comparing Students from Different

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assignments; College Faculty; College Students; Foreign Countries; Higher Education; *Learning Strategies; *Self Motivation; *Student Motivation; *Study Skills; Teacher Developed Materials; Teacher Expectations of Students; Teacher Student Relationship; Teaching Guides; *Test Wiseness; Thinking Skills
IDENTIFIERS- *Reflective Thinking

This paper presents three vignettes to help teachers engage students in self-regulated learning. "Vignette One: Strengthening Your Will Power--Taking Charge of Your Life" explains how to help students take charge of themselves by "working smarter, not harder," i.e., by developing the habit of using such strategies as elaboration, organization, and rehearsal. "Vignette Two: What's the Use? You've Got It or You Don't" discusses learning strategies for taking tests and completing assignments. Successful students' skills include accomplishing several tasks simultaneously, organizing in advance, understanding rather than just memorizing, and using the PQ4R method (preview, question, read, reflect, recite, and review). "Vignette Three: Test Taking and Assignment Preparation Strategies" details seven levels of knowing accompanied by seven categories of classroom tests and six types of test questions. This vignette also provides information on types and levels of test questions that may be used in multiple choice tests. A final section reviews the facts and discusses the importance of preparation, taking control, and using feedback and monitoring. The appendix presents a checklist for test and assignment preparation. (SM)

ED 411 204 SP 037 487

Russell, Dee
Cultivating the Imagination in Music Education: John Dewey's Theory of Imagination and Its Relation to the Chicago Laboratory School.
PUB DATE- 97
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Teaching; Curriculum Research; *Educational History; Educational Theories; Elementary Education; Experiential Learning; Higher Education; *Imagination; *Laboratory Schools; *Music Education; Music Teachers; Teaching Experience; Teaching Methods
IDENTIFIERS- *Dewey (John); *Reflective Thinking; University of Chicago IL

As head of the Department of Pedagogy at the University of Chicago, John Dewey established an elementary school where a new curriculum could be put into practice, evaluated, and refined. This paper discusses how the activities of the school put Dewey's theories into practice generally, and particularly how they were applied to music education. Dewey's published works and the contemporaneous notebooks of teachers at the Chicago Laboratory School are the main sources for this analysis. Following Dewey's theories, teachers used

DESCRIPTORS- *College School Cooperation; Educational Change; Educational Finance; Elementary Secondary Education; Governance; Higher Education; *Instructional Leadership; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Standards; *Teacher Education Programs
IDENTIFIERS- *Reform Efforts

The 11 chapters in this book are organized into 3 parts. "Part 1: Making Changes at the Core" contains five chapters: (1) "Learning To Teach in Professional Development Schools" (Kenneth Zeichner and Maurine Miller); (2) "'Making It Happen': Creating a Subculture of Mentoring in a Professional Development School" (Kathy Beasley, Deborah Corbin, Sharon Feiman-Nemser, and Carole Shank); (3) "How the Emergence of Teacher Leadership Helped Build a Professional Development School" (Katherine Boles and Vivian Troen); (4) "Reinventing Leadership in Professional Development Schools" (Roberta Trachtman and Marsha Levine); and (5) "The Idea of the University in an Age of School Reform: The Shaping Force of Professional Development Schools" (Nona Lyons, Beth Stroble, and John Fischetti). "Part 2: Building Professional Development Schools in the Context of Education Reform" contains three chapters: (6) "The Organization and Governance of Professional Development Schools" (Lee Teitel); (7) "Professional Development Schools: Their Costs and Financing" (Richard W. Clark and Margaret L. Plecki); and (8) "Worthy of the Name: Standards for Professional Development Schools" (Gary Sykes). "Part 3: Stories from the Field" begins with an introduction, "The Stories of Insiders" by Roberta Trachtman, and continues with three chapters: (9) "The Thomas Paine Professional Development School" (Jean A. King); (10) "The Thomas Jefferson Professional Development School" (Rita Lancy); and (11) "The Oak Street Professional Development School" (John Snyder and Frances Goldman). (Chapters contain references.) (JLS)

ED 411 223   SP 037 513

Duggan, Mary Anne
Powerful Parent Letters for K-3.
PUB DATE- 97
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; *Letters (Correspondence); *Parent Materials; Parent Participation; Parent Role; Parent Student Relationship; *Parent Teacher Cooperation; Primary Education

This is a guide for teachers to help them communicate more effectively with parents. The bulk of the guide contains a year's worth of letters that can be signed and sent out or changed to fit local circumstances. The first section, "Designing Your Own Powerful Parent Letters," offers "10 Steps to Effective Written Communication," outlines the anatomy of a well-written letter, and provides tips on organizing a personal parent communication system. The second section, "Ready-Made Letters," contains over 100 sample letters dealing with beginning the school year, classroom practice, curriculum, building home-school partnerships, parenting, children's social skills, how children learn, and child development. The third section, "Creating Letters for Behavioral Concerns," is divided personnel, more resources, and better prepared professionals to enter the field. Most schools had an ESL program. An appendix presents the survey instrument. (SM)

ED 411 242 SP 037 534

Van Velsor, Ellen; Leslie, Jean Brittain; Fleenor, John W.
Choosing 360. A Guide to Evaluating Multi-Rater Feedback Instruments for Management Development.
PUB DATE- 97
NOTE- 60p.; Updates "Feedback to Managers, Volume 1: A Guide to Evaluating Multi-rater Feedback Instruments" (Center for Creative Leadership, 1991).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Characteristics; *Evaluation Methods; *Feedback; Interrater Reliability; Leadership Qualities; Leadership Training; *Management Development; Measurement Techniques; Multitrait Multimethod Techniques; Scores; Test Construction; *Test Reliability; *Test Validity; Tests

This book presents a nontechnical, step-by-step process that shows how to evaluate any 360-degree-feedback instrument intended for management or leadership development. The 360-degree-feedback instruments collect information from different sources about a target manager's performance, and they offer multiple perspectives. The 16 steps in evaluation are: (1) finding out what is available; (2) collecting a complete set of materials; (3) comparing the intended use to instrument characteristics; (4) examining the feedback scales; (5) familiarizing oneself with the instrument development process; (6) learning how items and feedback scales were developed; (7) finding out how consistent scores tend to be; (8) assessing basic aspects of validity (whether the instrument measures what it claims to measure); (9) thinking about face validity; (10) examining the response scale; (11) evaluating the feedback display; (12) understanding how breakout of rater responses is handled; (13) learning what strategies are used to facilitate interpretation of scores; (14) looking for development and support materials; (15) comparing cost (value for the price); and (16) considering length a minor issue. At the end of the report, there are a checklist of the steps, a glossary of technical terms, and a list of suggested readings. (Contains 12 references.) (SM)

ED 411 243 TM 026 488

Adopted Common Curriculum Goals: Content & Performance Standards (& Current Scoring Guides).
PUB DATE- 96
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Art Education; *Course Content; *Curriculum; Curriculum Development; Educational Assessment; Educational Improvement; *Educational Objectives; English; Grade 10; Health Education; High School Students; High Schools; Language Skills; Mathematics Education; *Performance Factors; Physical Education; Science Education; Scoring; Second

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; High School Students; High Schools; *Measurement Techniques; Prediction; *Self Efficacy
IDENTIFIERS- *Confidence; *Effort; Los Angeles City Schools CA; Motivated Strategies for Learning Questionnaire

Students are often evaluated on the basis of their aggregate or average performance on diverse tasks in each school subject. When the target of prediction is such global measures as course grades, academic self-efficacy, too, should be able to reflect equivalent scope and generality to maximize its predictive utility. Academic self-efficacy in the present study was assessed as either confidence ratings toward samples of problems typically performed in each school subject or responses on the self-efficacy scale of the Motivated Learning Strategies Questionnaire (MSLQ), which asks for students' overall academic confidence in a given domain without making any explicit reference to individual tasks. Participants (588 high school students) reported both types of efficacy in English, Spanish, American history, algebra, geometry, and chemistry. Results show that, in general, relations of the MSLQ self-efficacy results to effort and grades are stronger than those of the problem-referenced efficacy. It is interesting to note that predictive superiority of the MSLQ scale is more predominant in verbal subjects than in quantitative domains. It is concluded that relationships between academic self-efficacy and outcome measures would be less influenced by the specificity mismatch in subject matters that are clearly definable in terms of the skills and tasks performed. (Contains two figures and eight references.) (Author/SLD)

ED 411 262 TM 027 207

Sun, Anji; Valiga, Michael J.
Assessing Reliability of Student Ratings of Advisor: A Comparison of Univariate and Multivariate Generalizability Approaches.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; *Colleges; *Faculty Advisers; *Generalizability Theory; Higher Education; Mathematical Models; Multivariate Analysis; *Reliability; *Student Evaluation of Teacher Performance
IDENTIFIERS- Act Survey of Academic Advising

In this study, the reliability of the American College Testing (ACT) Program's "Survey of Academic Advising" (SAA) was examined using both univariate and multivariate generalizability theory approaches. The primary purpose of the study was to compare the results of three generalizability theory models (a random univariate model, a mixed univariate model, and a multivariate model) and examine their utility for assessing the reliability of the data. Data were from SAA history files for 10 postsecondary institutions, with 10 advisors from each institution, and 10 students for each advisor. Results of the study demonstrate empirically that, when there is only one item for each level of the fixed facet in the multivariate model, the multivariate G coefficients are identical to the G coefficients produced by the mixed

Job profiling, the job analysis component of the Work Keys system, was used to study all 3 jobs and establish content-related validity and skill standards, using 1,614 social workers. The assessment component of the system was used to examine the extent to which a sample of incumbents (189 social workers) met the skill levels set by subject matter experts. In the final stage of this project, performance data provided a basis to calculate statistical indices to address the criterion-related validity of the Work Keys system relative to the social worker jobs. Recommendations are given regarding how the Work Keys system can be used to address the human resources needs of the three social worker classifications studied. An appendix describes the job skills. (Contains six tables and nine references.) (SLD)

ED 411 282   TM 027 286

Glaser, Robert; Linn, Robert; Bohrnstedt, George
Assessment in Transition: Monitoring the Nation's Educational Progress.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Data Analysis; Data Collection; *Educational Assessment; Educational Policy; Educational Trends; Elementary Secondary Education; Federal Legislation; National Surveys; *Policy Formation; Research Design; *Research Methodology; Research Reports; Standards; Test Use; *Trend Analysis
IDENTIFIERS- *National Assessment of Educational Progress; Trial State Assessment (NAEP)

This is the final report of the National Academy of Education's Panel on the Evaluation of the National Assessment of Education (NAEP) Progress Trial State Assessment. In this report, the Panel considers philosophical, technical, and policy issues concerning the NAEP in the immediate future and in the long term. The high technical quality of the NAEP assessment and its independence from unwarranted influences and political pressures have enabled the NAEP to monitor trends in educational achievement reliably since its inception in 1969. In recent years, the NAEP has expanded the number of students it assesses and has undergone substantial changes in content, design, and administration. Taken together, these changes have produced complexities that threaten the entire program. This report suggests ways in which the NAEP should broaden its conceptualization, assessment, and reporting. It asserts that educational achievement must be redefined in terms of what students need to know and be able to do for the 21st century and that education conditions must be created to support this vision of achievement. The fundamental purposes of the NAEP should be to inform the public and policy makers about student achievement trends in the nation and the states and to stimulate democratic debate about how to improve education. It is important that NAEP standards be set in defensible ways. Details are provided for a program of innovation and research that will require substantial planning before the reauthorization of the NAEP in 1998. These chapters are included: (1) "The Central Purpose of the National Assessment of Educational Progress"; (2) "What Should NAEP Measure?"; (3) "Measuring Achievement"; (4) "Informing the Nation"; (5) "Connecting to the Larger Network of Education Information";

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Administrative Policy; Civil Liberties; *College Administration; *Compliance (Legal); Constitutional Law; Court Litigation; Dismissal (Personnel); Due Process; Employment Qualifications; Evidence (Legal); Freedom of Speech; Higher Education; Laws; Legal Problems; Legal Responsibility; *Libel and Slander; Personnel Evaluation; Policy Formation; School Newspapers; Student Publications; Student Rights; Teacher Dismissal; Teacher Evaluation

IDENTIFIERS- *First Amendment

This monograph reviews the law applying to defamation issues, cites various judicial decisions that affect colleges and universities, and offers guidance for minimizing the risk of defamation liability. It defines the two subclasses of defamatory statements: first, libel, which is a recorded or printed statement, and second, slander, which is spoken or oral. It then discusses the four elements that make a statement defamatory in relation to current case law: (1) a false statement of fact concerning a person; (2) publication or the unprivileged communication of the false statement to a third party; (3) a degree of fault on the part of the person communicating the statement; and (4) privilege or harm to the reputation of the person defamed. In reviewing and discussing the types of university personnel actions that create the potential for defamation claims, it lists situations such as performance evaluations and terminations for cause, and also provides a list of policy guidelines for providing employment references. Defamation issues that involve students and liability for student commentary are also discussed, with the suggestion that college and university administration be cognizant of First Amendment freedoms for the student press. Fifty one notes provide extensive citations. (Contains 14 references.) (CH)

Institutional Research; Job Skills; Job Training; *Labor Force Development; *Marketing; Part Time Students; Program Development; *School Business Relationship; *Small Colleges
IDENTIFIERS- *AIR Forum; *Lake Erie College OH

This case study focused on a small liberal arts college (Lake Erie College, Ohio) over one year during which four milestone events appeared to be pivotal in increasing the willingness of the school to use institutional research for decision-making in areas of program modification and development. At the beginning of the year, the college was faced with enrollment declines in the Master's in Business Administration (MBA) program and the undergraduate business programs. These were followed by the four milestones: (1) development of a marketing research plan to determine possible cooperative arrangements with local employers; (2) a survey of MBA and undergraduate students concerning what they liked and disliked about the college; (3) focused interviews with 20 companies and the resulting report which presented action recommendations; and (4) a concurrent development of a proposal for an accelerated degree completion program for part-time adults. Analysis supports the value of institutional research to institutional decision making. Specific lessons from the case study are drawn including the value of a team-based approach to institutional research, the value of institutional research to institutional advancement efforts, and the value of faculty engagement in market research. (DB)

describing: (1) family background/individual attributes; (2) pre-college schooling; (3) institution commitment; (4) first-term academic integration; (5) first-term social integration; and (6) first-year finances. The study found all three models were reasonably effective in identifying high risk students using various probability cutoff points. It concluded that use of all three models to identify students at risk at the three different times would allow for an optimum intervention strategy. (BF)

ED 410 886   HE 030 483

Conklin, Karen A.
Telephone Survey Research: An Overview. AIR 1997 Annual Forum Paper.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (37th, Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Surveys; Data Collection; Graduate Surveys; Higher Education; Interviews; Mail Surveys; Research Methodology; *Response Rates (Questionnaires); Statistical Surveys; *Telephone Surveys
IDENTIFIERS- *AIR Forum; *Johnson County Community College KS

This paper provides an overview of telephone survey research by colleges and universities and reports on comparisons between mail survey respondents and non-respondents who were later contacted by telephone. After an introduction, the paper discusses the various steps of a telephone survey project. These include: (1) identifying the population to be surveyed; (2) selecting the sampling methodology (usually either the standard random sampling or the random number dialing method); and (3) designing the telephone survey (focusing on the essential information and how it will be used). The paper emphasizes the importance of careful planning, designing the survey format, training of interviewers, and spot checking of interviewing techniques. It also summarizes results of comparisons between mail survey respondents and nonrespondents who were later telephoned for an interview. These comparisons were conducted on results of annual studies of the college's career program completers. Although nonrespondents to the mail surveys later contacted by telephone tended to be younger and more often male than female, there were no notable differences in the level of career success and satisfaction reported by mail survey respondents and nonrespondents who completed the telephone version of the survey. (Author/BF)

Educational Attainment; Enrollment Projections; Enrollment Rate; *Enrollment Trends; Full Time Equivalency; Higher Education; Minority Groups; Private Colleges; School Demography; *School Statistics; State Boards of Education; State Colleges; State Universities; Student Attrition; Tables (Data); Transfer Students
IDENTIFIERS- *Oklahoma

This annual report of student data for the Oklahoma State System of Higher Education covers the period 1995-96 and includes data for 30 institutions and branch campuses. Text and 95 supporting data tables and figures are grouped in 11 sections: (1) a summary of private and public higher education enrollment as a percentage of state population; (2) student flow data; (3) enrollments, by institution, for various measures; (4) distributions, by race, gender, and ethnic origin, and by program of study and class level; (5) undergraduate and intra-institutional progression; (6) transfer patterns; (7) enrollment projections; (8) American College Testing mean scores; (9) graduation rates; (10) financial aid; and (11) noncredit activities. Data highlights are noted including the following: that 7 percent of Oklahomans were enrolled in higher education institutions during the period 1995-96; that, over time, two out of three high school seniors attend a state public college; that public sector institutions showed a 2.5 percent decrease in annual full time equivalent enrollments from 1994-95 to 1995-96; that Hispanic enrollment increased 4.9 percent between fall semester 1994 and 1995; and that female enrollments increased 11.8 percent compared to 1985. (CH)

equipped with a video network. They prefer video networks to other systems of video distribution (such as big screens) and consider it an effective teaching tool. (SWC)

ED 410 923 IR 018 485

Haffner, Arthur W.; Kress, Michael E.
The Role of Facilities and Faculty Peer-to-Peer Mentoring in Supporting Faculty's Use of Multimedia/Computer Technologies in Support of Classroom Instruction.
PUB DATE- 97
NOTE- 7p.; In: Association of Small Computer Users in Education (ASCUE) Summer Conference Proceedings (30th, North Myrtle Beach, SC, June 7-12, 1997); see IR 018 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Computer Centers; *Computer Networks; *Computer Uses in Education; *Educational Resources; *Faculty Development; Higher Education; Inservice Teacher Education; *Instructional Materials; Interprofessional Relationship; *Mentors; Multimedia Instruction; Teacher Improvement
IDENTIFIERS- *City University of New York Coll of Staten Island; Digital Information Services

This paper outlines characteristics of the digital information infrastructure at the College of Staten Island--City University of New York. It describes the college's vision for supporting faculty use of technology; the successful use of faculty peer-to-peer mentoring for expanding the pedagogic use of word processing, e-mail, listservs, home pages, the Internet for curriculum enrichment and research, and electronic materials (text, audio, images) in presentation programs. The paper describes the new Faculty Center for Excellence in Pedagogy and Media Technologies, a facility that provides faculty with access to two media specialist personnel and computer hardware and software, and two teaching laboratories, one for group instruction consisting of a network of 21 personal computers and another that is a 35-station teleconferencing laboratory for bridging learning distances. (Author)

(1) develop an Internet- based interactive curriculum that utilizes the unique resources and capabilities of Illinois museums; (2) demonstrate how engaged students involved in relevant, community-based learning will translate into responsible citizenry; (3) demonstrate how students can access the wealth of history, artifacts, and fine art of Illinois museums; and (4) develop on-line digitized images and documents for the on-line project about the recurring flooding of the Pecatonica River and how it affects plant and animal life. Chapter 1, "Proposal," discusses the focus of the study, the methodology, and data collection methods. Some areas covered in chapter 2, "Review of Literature," include: student benefits: opened-doors; student benefits: learning styles; teacher benefits; and the future. Lastly, chapter 3 describes the research project and discusses areas such as: setting, attitude, motivation, achievement, cooperative learning, and peer reflection. Two students participated in a 2-day regional workshop on producing Quicktime videos and making a home page on the Internet for the school. Six students were selected to attend an overnight trip to visit the school's partner museum, the Chicago Academy of Science. Appendices include student surveys, student letters asking to attend the Chicago field trip, student letters describing what the classroom would be like without computers and the Internet, snapshots of class activities, reprinted newspaper article on the class, and Internet addresses. (Contains 34 references.) (SWC)

Sheets; (3) Cartographic Materials; (4) Manuscripts (Including Manuscript Collections); (5) Music; (6) Sound Recordings; (7) Motion Pictures and Videorecordings; (8) Graphic Materials; (9) Computer Files; (10) Three-Dimensional Artifacts and Realia; (11) Microforms; (12) Serials; (13) Analysis; (14) Choice of Access Points; (15) Headings for Persons; (16) Geographic Names; (17) Headings for Corporate Bodies; and (18) Uniform Titles. An index is provided. (SWC)

ED 410 962 IR 056 450

Swaine, Cynthia Wright
Helping Librarians To Encourage Critical Thinking through Active Learning Techniques in Library Instruction.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Active Learning; Class Activities; *Critical Thinking; Higher Education; Information Literacy; Learning Activities; Librarians; *Library Instruction; Reference Services; *Student Participation; Thinking Skills; Users (Information)
IDENTIFIERS- Old Dominion University VA

Encouraging librarians to incorporate critical thinking skills and active learning techniques in their course instruction requires more than talking about it in a department meeting or distributing articles on the topic. At Old Dominion University (Virginia), librarians have tried conducting workshops, had readily-accessible binders of articles and suggestions for librarians to consult, and held idea-sharing sessions. They have also tried including a related library instruction annual performance objective for each reference librarian involved in instruction. This paper describes this latest attempt to incorporate active learning in library instruction and includes an active learning planning sheet which serves as an outline for planning and gives brief examples of active learning, a sample time frame, and a reminder that it requires more time to plan for the incorporation of critical thinking and active learning. With a continued emphasis on critical thinking skills and active learning, it is expected that librarians will improve their teaching skills and that learners will experience even greater understanding of libraries and information resources. (Author/SWC) time of shrinking budgets and changing formats. (Author/SWC)

ED 410 983 IR 056 481

Pearson, Debra; Zillig, Brian; Lewandowski, Sharon
InfoQuest: Information Delivery at UNL.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the Nebraska Library Association (Crete, NE, May 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; Computer Networks; *Document Delivery; Higher Education; *Information Retrieval; Interlibrary Loans; Library Automation; *Library Services; Online Systems; *User Needs (Information)
IDENTIFIERS- Customer Services; *University of Nebraska Lincoln

The University of Nebraska-Lincoln (UNL) Libraries designed and implemented a fast and efficient method of transferring materials between and among the UNL campuses for users of the UNL Libraries. The prior array of services were difficult to use and did not serve all patron types. That system relied upon student workers to retrieve and deliver materials. The new system was intended to include delivery service to the new Beadle Center for Genetics and Bio-Materials Research facility as well as to all the branch libraries. A survey was conducted of features found in existing services. The new service was designed to offer delivery to all user types, and to provide two deliveries per day, instead of one, to several branch libraries. A new electronic patron request form was created. Implementation of the new service appears successful, with desired improvements for both library staff and patrons. InfoQuest request forms and user policy statements are appended. (Author/SWC)

DESCRIPTORS- Academic Standards; *Accreditation (Institutions); *Accrediting Agencies; Community Colleges; Educational Improvement; *Educational Quality; *Institutional Evaluation; Organizational Development; School Effectiveness; Standards; Two Year Colleges

IDENTIFIERS- Pensacola Junior College FL

Focusing on accreditation recommendations and outcomes for Florida's Pensacola Junior College (PJC), this document presents abstracts of five Southern Association of Colleges and Schools (SACS) accreditation site visit reports prepared in 1956, 1966, 1976, 1987, and 1997. Each abstract presents actions suggested by the SACS; recommendations, or mandates for gaining accreditation; and commendations, if any. The abstracts included cover the following accreditation visits: (1) PJC's initial application for accreditation in 1956, describing outcomes for 15 standards, listing 14 recommendations that were made, and indicating that no actions were suggested; (2) the college's first reaffirmation in 1966, presenting 46 suggestions and 2 recommendations made in the areas of faculty job descriptions and staff lines of authority; (3) PJC's second reaffirmation visit in 1976, providing information on the 15 suggestions and 6 recommendations that were made; (4) the college's third reaffirmation visit in 1987, listing the 22 suggestions and 12 recommendations that were made; and (5) a fourth reaffirmation visit in 1997, describing 2 commendations related to PJC's student development services and physical resources, 4 recommendations related to educational programs, and 12 suggestions related to institutional effectiveness, educational programs, educational support services, and administrative processes. (TGI)

Kaskaskia College, Kishwaukee College, College of Lake County, Lake Land College, Lewis and Clark Community College, Lincoln Land Community College, John A. Logan College, McHenry County College, Metropolitan Community College, Moraine Valley Community College, Morton College, Oakton Community College, Parkland College, Prairie State College, Rend Lake College, Richland Community College, Rock Valley College, Carl Sandburg College, Sauk Valley Community College, Shawnee Community College, Southeastern Illinois College, South Suburban College, Spoon River College, Triton College, Waubonsee Community College, and John Wood Community College. (YKH)

ED 411 021   JC 970 495

Jones, Janis Cox; Brazil, Brad
From Accountability to Effectiveness: The Student Flow Model Ten Years Later.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *College Outcomes Assessment; Community Colleges; *Database Design; Educational Research; Enrollment Projections; Flow Charts; Models; Outcomes of Education; Program Improvement; Research Utilization; *School Effectiveness; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Los Rios Community College District CA

In 1983, California's Los Rios Community College District developed the Student Flow Research Model, designed to bring together data on community characteristics, student characteristics, student and program performance, and former students' outcomes to answer basic questions related to institutional effectiveness. Over the years, the District has updated the model to include new data base capabilities, renaming it the Collegiate Yearly Accountability (CYA) model. The CYA contains an Enrollment Potential Projection Model (copyright) that determines the potential for increased enrollments and likely effects of different scenarios on enrollment. Another improvement has been the combination of student and course master files, which allows the school to determine who their students are and what courses they are taking. One of the most important developments of the CYA was the Student Performance Data Base, which links students' application, demographic, and grading data in order to produce computerized transcript analyses, course classifications, and other data. Finally, a new Student Follow-up Data Base includes employment information, ratings of college courses, program-specific summaries, and data from skills-specific questionnaires for former students. Through this improved model, the District will be able to move from compliance and accountability to true analyses of institutional effectiveness. Contains 11 references. (YKH)

early education and care practitioner, involving parents, improving state regulations, promoting accreditation of early childhood practitioners, and improving the compensation of the child care workforce. Section 3, "Sustaining the Vision: Assuring Lasting Change," addresses maintaining momentum, developing financing mechanisms, engaging the public, and assessing results. Each chapter contains references. Two appendices detail state initiatives and describe national organizations. (Author/KB)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Emergent Literacy; Interpersonal Competence; Parent Teacher Cooperation; *Preschool Education; Reading; Reading Motivation
IDENTIFIERS- Book Exchange; *Literacy as a Social Process; Project Head Start

Preschool can be an opportunity to emphasize literacy teaching and learning and to develop the role of "literacy as community," rather than being only kindergarten preparation. The results of two studies view children's literacy development as a dynamic, developmental process involving language, thought, and social interaction. In Meier's ongoing "Urban Study," conducted at an all-day, year-round child development center in northern California, questions are asked about literacy as community in an urban setting, ways to create an extra layer of literacy, and how literacy as community can contribute to early childhood program reform. The implementation of a bookbag program in this setting encouraged communication among teachers, students, and parents regarding program set-up, reading habits within the family, and literacy goals. A three-part session involving guided reading, group literacy activities, and independent reading appeared to promote an additional sense of literacy as community. Britsch's "Rural Study" analyzed two Head Start classrooms in a small midwestern town. The teachers, emphasizing the students' already acquired skills, aimed the program so that the children: (1) would become familiar with book concepts and tools; (2) talk openly, expressively, and comprehensibly, and (3) begin to build a base of social skills that would transfer to kindergarten. The teachers focused on inclusion, ownership, thinking processes, and stability to create an atmosphere that fostered those aims. (Contains 46 references.) (MT)

group does not automatically translate into their disparagement of out-groups; and (3) preschool-age children's out-group attitudes are not easily influenced. (Contains 41 references.) (Author)

ED 411 074 PS 025 753

Brooks, Nancy; Bruno, Ella; Burns, Traci
Reinforcing Students' Motivation through Parent Interaction.
PUB DATE- 97
NOTE- 109p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary School Curriculum; Elementary School Students; Elementary School Teachers; *Learning Activities; Learning Motivation; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; Parents as Teachers; Primary Education; Reading Skills; *Student Motivation

This action research project implemented and evaluated a program for addressing the motivation of kindergarten, first-, and second-grade students by increasing parent participation in their children's schools and education. The problem of low motivation was documented through parent, teacher and student surveys, and analysis of student performance evaluated through assessments, checklists, and observations. Analysis suggested that societal factors related to family structure and parental non-involvement in the educational process might be contributors to the problem. A parent education and involvement program was developed, with components including a Read to Succeed (read aloud) program, Pull the Plug on television activities, take-home activity bags, and parent make-and-take workshops. Evaluation of the program suggested positive results due to increased parental involvement in their children's education and successful achievement; when both teacher and parent took part in this process, children tended to show more interest and independence in their work at home and at school. Children showed increased vocabulary, self-adequacy, and self-worth. A significant rise in motivation from both parent and child was noted, and the home-to-school and school-to-home relationship appeared strengthened. (Eighteen appendices include student interest surveys, parent and teacher surveys, Read to Succeed program materials, Activity Bag activities, Pull the Plug materials, and Make-and-Take workshop materials.) (JPB) individual families' celebration of invented holidays such as Back-to-School Holiday, Aunts' Day, or Midsummer Holiday. Chapter 5, "Keeping in Touch," includes ways families maintain contact with one another, such as audiotape round robins, family newsletters, and family reunions and auctions. Chapter 6, "Traditions Rooted in Superstition," presents "superstitious" traditions such as leaving by the same door one entered and various New Year's traditions to bring good luck. Chapter 7, "Miscellaneous Customs and Traditions," includes traditions not fitting into previous categories, such as developing a time capsule for a new baby, honor plates for family members, and vacation memory books. (KB) special education programs results from questionable placement procedures and from the misunderstanding and misinterpretation of socioeconomic, linquistic, and cultural factors. Allegations were also made that racial prejudice was a factor in some placement decisions. Corrective action is urged to assure that evaluation and placement procedures use valid criteria and consider only nondiscriminatory factors. Achieving this objective requires inplementation of a more comprehensive and detailed data collection system, more meaningful parent participation in placement procedures, and reassessment and revision of the training of teachers and program administrators. Reporters recommend selective review of North Dakota schools and school districts to determine compliance with the Education for All Handicapped Children Act and other statutes requiring nondiscrimination. Data tables present information for North Dakota and for Bismarck public schools on enrollments and special education placements, school personnel, and expenditures and revenues. Appendices list North Dakota Special Education Administrative Units and detail Native American enrollment in North Dakota schools for 1991-92. (SV) was slightly higher than their representation in the student population. In addition, the proportion of special education students among the dropouts was twice their proportion in all secondary students in the county. Few dropouts interviewed reported success at work, starting a family, or having a good time. These experiences along with changes in personal views and attitudes regarding educational benefits prompted students to return to education. However, those who returned to high school returned to the same environment that they had left, in many cases with memories of failure and frustration. Therefore, it was not surprising that only 35 percent of dropouts returned to high school, while 60 percent returned to a GED program. Students who failed to return to education faced severe or complicated obstacles, such as age, substance abuse, or extreme delinquency, that made returning almost impossible. Other reasons for not returning included childcare needs, viewing work and money as a priority, and perceiving school as unchallenging or boring. Interviews with principals, school counselors, and teachers revealed that the school system did not prevent dropouts from returning to school should they chose to do so, but had no policies about establishing contact with dropouts to encourage or attract them to return. Includes recommendations for addressing the needs of dropouts. (LP)

The Status of Science and Mathematics Teaching in the United States: Comparing Teacher Views and Classroom Practice To National Standards.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Standards; Classroom Environment; *Educational Strategies; Elementary Secondary Education; Learning Strategies; *Mathematics Instruction; National Standards; *Science Instruction; *Teacher Attitudes

This brief addresses the status of science and mathematics teaching in the United States. The standards of both the National Council of Teachers of Mathematics (NCTM) and the National Research Council (NRC) for science and mathematics education are cited as well as a summary of the findings of the 1993 National Survey of Science and Mathematics Education. The brief focuses on the finding that teachers report instructional objectives consistent with reform goals but class activities are not well aligned with the recommendations of NCTM and NRC. Topics discussed include time spent on science and mathematics instruction, the objectives of science and mathematics education, classroom activities, quality education for all, teachers' views on science and mathematics, and the context for science and mathematics teaching. (DDR)

ED 411 159 SE 060 567

Mathematics 33. Grade 12 Diploma Examination.
PUB DATE- 97
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Foreign Countries; Grade 12; *Graduation Requirements; High Schools; *Mathematics Tests; *Standardized Tests; Student Evaluation; Testing Programs
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

This document is the Grade 12 diploma examination in mathematics at Level 33 from the Office of the Ministry of Education in Alberta, Canada. The two-and-a-half hour test is a closed-book examination consisting of 37 multiple choice and 12 numerical response questions of equal value worth 70% of the examination, and four written response questions worth a total of 30% of the examination. (DDR)

Cultures." Numerous assessment, extension, and enrichment ideas are offered for each lesson. (EH)

ED 411 183   SO 027 428

Gaudelli, Bill
Global Studies in an Issues-Centered Curriculum.
PUB DATE- 96
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (76th, Washington, DC, November 22-25, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Role; *Citizenship Responsibility; *Controversial Issues (Course Content); Global Approach; *Global Education; High Schools; *International Relations; Public Affairs Education; Social Problems; Social Studies; World Affairs; *World Problems

This paper examines different approaches to global studies through a selective analysis of the theory in the field. Key questions are posed as criteria for deciding which issues are most adequately suited for study in an issues-based curriculum. Results of a limited survey of high school students who completed a course in global education are presented and analyzed. The paper advocates global studies to orient students to their role (current and future) as members of a new civic culture. (EH) constructive activities as the medium for cultivation of the children's imagination; children were encouraged to express their ideas through various modes. Dewey found evidence for stages in mental development in young children beginning with an early imaginative stage, later becoming experimental, reflective thinking. Children's musical intelligence was seen as developing through their ability to form and express mental images of musical wholes. Images then became the tool of instruction. Once simple melodies and words were grasped as thought expressed in musical form, then ideas could be expanded into their essential elements: melody, rhythm, and harmony, moving from simple to complex. Group composition was encouraged as it combined action and reflected the children as social individuals. Young children were encouraged to express their ideas in multiple ways, to question, and to try new learning experiences. (Contains 39 references.) (JLS)

into two categories: student disrespect and student physical violence. The fourth section provides 20 ready-to-use communication forms (reminders, reports, requests, and surveys). (JLS)

ED 411 224   SP 037 514

Luft, Julie A.; Buss, Ray; Ebert-May, Diane; Eslamieh, Chula
A Report of Initial Certification in Science and Mathematics at Arizona Regents' Universities.
PUB DATE- 97
NOTE- 67p.; Study supported by the Eisenhower Mathematics and Science Program, Arizona Board of Regents.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Mathematics Education; *Mathematics Teachers; Preservice Teacher Education; Program Evaluation; *Science Education; *Science Teachers; *Teacher Certification; Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- *Arizona; Dwight D Eisenhower Math and Science Educ Program

This report discusses a project to assess the programs for initial certification of science and mathematics teachers at Arizona Regents' universities. The assessment addressed the participants, recommended coursework for certification, the curriculum for each program, and the faculty and staff involved in each initial certification program. Information about initial certification programs was collected from all Regents' Universities (Arizona State, Arizona State University West, Northern Arizona University, and the University of Arizona) and compared to both the national and state recommendations for these programs. Data were collected by a survey of a sample of faculty (n=66) and by examination of documents. Examination of initial certification programs in science and mathematics showed that preservice teachers did not receive adequate training. In particular, secondary students pursuing a minor in education were not required to take courses in mathematics or science pedagogy. Elementary education majors did not have adequate subject matter preparation in either science or mathematics. Most education faculty were tenure-track and had less than six years of service. There were more scientists than science educators, leading to concern about a lack of exemplary model teaching. Reform of curriculum, instruction, and assessment were found to be the greatest challenge with deficits found in all three areas. Appendix A comprises the list of information deemed important for the study and Appendix B presents the faculty and staff survey. (Contains 25 references.) (JLS)

Language Learning; Social Studies; *Standards; State Programs;
Testing Programs
IDENTIFIERS- *Certificate of Initial Mastery; *Oregon

Oregon is in the process of raising expectations for its students. The state will now require students to prove their proficiency through a series of classroom assignments and state tests. Students who achieve the grade-10 standards on the required assignments and tests will receive a Certificate of Initial Mastery, and those who achieve the grade-12 standard will receive a Certificate of Advanced Mastery. This document describes the four key parts of Oregon's curriculum and assessment system: (1) the Common Curriculum Goals for kindergarten through grade 12; (2) content standards; (3) benchmarks that establish what students must know and be able to demonstrate on tests and assignments in grades 3, 5, 8, and 10; and (4) performance standards. A question and answer section provides answers to some of the frequently asked questions about curriculum, assessment, and the certificate programs. Content standards describe what will be assessed for the Certificates of Mastery, and performance standards describe the scores students must achieve on state tests and classroom assignments to receive the certificates. This document contains information related to the Certificate of Initial Mastery and its common curriculum goals for English, mathematics, the natural sciences, the social sciences, the arts, second languages, health education, physical education, and essential learning skills. The Certificate of Advanced Mastery is still being developed. Criteria for scoring student work are outlined, and a development timeline shows how the academic content standards and the benchmarks were developed. (SLD)

univariate model in which the item is a fixed facet. Although the multivariate and mixed univariate models produced higher G coefficients than did the random univariate model, the choice of using a univariate or multivariate approach should depend on the nature of the items and scales in the instrument and the assumptions underlying the universe of generalization. However, since the multivariate model (with one item per level of the fixed facet) yields the same G coefficient as the mixed univariate model (with item facet fixed) and since statistical procedures for the univariate model are simpler and more available, the mixed univariate model could be used to determine the desired level of generalizability/ reliability of the measurement data. (Contains 4 tables and 11 references.) (Author/SLD)

ED 411 263   TM 027 208

Auchter, Joan E.; Stansfield, Charles
Linking Tests across Languages: Focus on the Translation and Adaptation Process.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Students; English; *Equated Scores; *Equivalency Tests; High School Graduates; High Schools; *Spanish; Spanish Speaking; Test Format; Test Items; *Test Use; *Translation
IDENTIFIERS- *Linking Metrics

Is it possible to translate an existing test from the source language to a target language and then to empirically link the translated test to the source language standard? Some tests are amenable to translation of their content and some are not. Within tests, some items may be translatable and others may not. Some items may measure meaningful content when translated, and others may not. Within items, some options may be translatable, and others may not. This paper focuses on the rigorous method used to translate and adapt from English to Spanish three equated forms of the Tests of General Educational Development (GED tests) to ensure that all items are valid and that the translated instrument measures a comparable construct. Most specifically, the paper addresses issues related to translating items on the language subtest. The Spanish-language GED tests were normed using only graduated high school seniors in Puerto Rico. In addition, the paper outlines a linking design that introduces a procedure for screening biliterate students for linguistic equivalency across languages before including them in the linking sample. This design will be tested in May 1997 when the test is administered to a large sample of biliterate Hispanic high school seniors. (Contains 2 tables and 12 references.) (Author/SLD) and (6) "Planning for the Long Term." (Contains 7 figures and 43 references.) (SLD)

ED 411 283   TM 027 288

Barcikowski, Robert S.; Elliott, Ronald S.
Pairwise Multiple Comparisons in Single Group Repeated Measures Analysis.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Educational Research; Monte Carlo Methods; *Research Design; Simulation
IDENTIFIERS- Bonferroni Procedure; Pairwise Preference Data; *Repeated Measures Design; *Single Group Design; T Test; Variance (Statistical)

Research was conducted to provide educational researchers with a choice of pairwise multiple comparison procedures (P-MCPs) to use with single group repeated measures designs. The following were studied through two Monte Carlo (MC) simulations: (1) The T procedure of J. W. Tukey (1953); (2) a modification of Tukey's T (G. Keppel, 1973); (3) the Dunn-Bonferroni procedure (DB); (4) the sequentially rejective Bonferroni procedure (J. P. Shaffer, 1986) (SB); (5) Hayter's modification of Fisher's Least Significant Difference Test (A. J. Hayter, 1986) (FH); (6) a modified range procedure combining others (SRW); (7) a multiple range procedure based on Ryan-Welsch critical values (MRW) (T. A. Ryan and R. E. Welsch); (8) E. Peritz's (1970) procedure (P); and (9) Welsch's step-up procedure (W). The first MC study was exploratory and was based on variance-covariance matrices that were created so as to conform to different sphericity values. Power in this study was examined for a fixed set of mean differences. The second MC study, based on the results of the first, used variance-covariance matrices found in 100 real repeated measures data sets. Based on study results, the stepwise tests SB, FH, SRW, MRW, and P and the T and W are not recommended, but the DB procedure is recommended for use with single group repeated measures data. (Contains 5 tables, 10 figures, and 34 references.) (SLD)

ED 411 284 TM 027 289

Advanced Placement Course Description. Statistics.
PUB DATE- 97
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Advanced Placement; *College Entrance Examinations; Course Content; High School Students; High Schools; Scoring; *Statistics; *Student Placement; *Test Content; Test Format; Test Items; Test Use
IDENTIFIERS- *Advanced Placement Examinations (CEEB)

The Advanced Placement (AP) program is a cooperative educational effort of secondary schools, colleges, and the College Board that consists of 30 college-level courses and examinations in 17 academic disciplines for highly motivated students in secondary schools. AP courses are offered in more than 11,000 high schools and are recognized by nearly 2,900 U.S. and foreign colleges and universities that grant credit, advanced placement, or both to students who have performed satisfactorily on the AP examinations. The AP program provides teaching materials, course descriptions, and examinations based on these descriptions, but it does not prescribe the textbook, schedule of lessons, or teaching techniques. Examinations are administered in May, scored in June, and reported in July of each year. This booklet describes the AP program and its course and examination in Statistics. A topic outline, a discussion of the instructional emphasis of the AP Statistics course, some sample questions, other details about the Statistics examination, and some suggested resources for teaching AP statistics are presented. Information about test construction is also included. An order form for AP publications is attached. (SLD)

ED 411 285 TM 027 290

ACT Assessment 1996-1997: Preparing for the ACT Assessment.
PUB DATE- 96
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; College Bound Students; *College Entrance Examinations; English; *High School Students; High Schools; Language Skills; Mathematics Achievement; Science Education; Test Content; Test Format; Test Use; *Test Wiseness; *Testing; Thinking Skills
IDENTIFIERS- *ACT Assessment

The ACT Assessment is a measure of skills in English, mathematics, reading, and science reasoning necessary for college coursework. This booklet is intended to help students do their best on the ACT. It summarizes general test-taking strategies, describes the content of each of the tests, provides specific tips for each, and lets students know what they can expect on test day. The following sections are included: (1) "General Preparation for the ACT"; (2) "Strategies for Taking the ACT Tests"; (3) "What To Expect on the Test Day"; (4) "Taking the Practice Test" (with answer

ED 411 304 TM 027 348

Kane, M.; Crooks, T.; Cohen, A.
Justifying the Passing Scores for Licensure and Certification Tests.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; *Cutting Scores; *Decision Making; *Licensing Examinations (Professions); Online Systems; *Pass Fail Grading; Standards; Test Interpretation; Test Use
IDENTIFIERS- *Angoff Methods; *Standard Setting

Passing scores for licensure and certification tests are justified by showing that decisions based on the passing score achieve the purposes of the credentialing program while avoiding any serious negative consequences. The passing score is justified to the extent decisions based on it have positive consequences. More specifically, the standard should be high enough to provide adequate protection for the public, and not so high as to restrict the supply of qualified practitioners unnecessarily or to exclude competent candidates from practicing. This paper begins by examining the intended outcomes of licensure and certification programs and by outlining the interpretive argument that is typically used for written credentialing examinations. Some criteria are developed for evaluating standard-setting methods in terms of how well they serve the goals of protecting the public, maintaining an adequate supply of practitioners, and protecting the rights of candidates. Finally, these criteria are applied to the Angoff procedure and to a generalized examinee-centered method. The Angoff procedure appears to suffer from inadequate controls on the judges' natural tendency to set high standards. The use of feedback on candidate performance would probably be a more effective control on this tendency to set high standards if it were given before or during the first round of ratings. (Contains 25 references.) (Author/SLD)

ED 411 305 TM 027 353

Emerson, John; Maddox, Mary
Using Focus Group Interviews as a Continuous and Cumulative Measure of the Effects of School Restructuring and Reform.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Policy; Evaluation Methods; *Focus Groups; High Schools; *Interviews; Mainstreaming; Needs Assessment; Research Methodology; *School Restructuring; *Special Education; Suburban Schools
IDENTIFIERS- Washington

Eastlake High School, a high school in a district in the Seattle

ED 411 322 TM 027 391

Making Education Count: Developing and Using International Indicators.
PUB DATE- 94
NOTE- 368p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Context Effect; Educational History; Educational Policy; *Elementary Secondary Education; Evaluation Methods; Foreign Countries; Higher Education; *International Education; International Studies; *Outcomes of Education; *Policy Formation; Political Influences; Public Policy
IDENTIFIERS- *Educational Indicators; Organisation for Economic Cooperation Development

The chapters in this book were prepared during the second phase of a study conducted by the Organisation for Economic Cooperation and Development to develop a set of International Indicators of Education Systems (INES). They were among the many studies presented at the General Assembly of the INES Project in Lugano (Switzerland), September 16-18, 1991. Taken together, these papers present what is currently known about the organization, development, measurement, and uses of international education indicators. Attention is given to the political contexts within which education indicators are used for informing policy-makers. The 18 chapters deal mainly with conceptual and analytical issues in the organization of education indicators. They are grouped thematically into four parts. Part I, "History and Definition of Indicators," presents a framework for the other contributions. Part II, "Development of Indicators," discusses issues in the development and implementation of different types of indicators. Part III, "Indicators of Outcomes of Education," is concerned with indicators of learning, student achievement, and other educational outcomes, such as labor market destinations. The five chapters in Part IV, "Interpreting Indicators for Policy," focus on the uses and abuses of reporting and interpreting international education indicators. Each chapter contains references. (Contains 10 tables and 16 figures.) (SLD)

ED 411 323 TM 027 392

Jacobs, Heidi Hayes
Mapping the Big Picture. Integrating Curriculum & Assessment K-12.
PUB DATE- 97
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; *Educational Assessment; Educational Improvement; Educational Planning; *Elementary Secondary Education; *Integrated Activities; *Teacher Collaboration
IDENTIFIERS- *Curriculum Mapping

Although teachers may work in the same building for years, they usually have slight knowledge about what goes on in each other's classrooms. In a similar way, there is little knowledge at one school level about what happens at other levels. This

ED 411 340 UD 031 871

Pisapia, John
Technology: The Equity Issue. Research Brief #14.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; Computer Software; *Computer Uses in Education; Curriculum Development; *Disadvantaged Youth; *Educational Technology; Elementary Secondary Education; *Equal Education; Needs Assessment; Poverty; Socioeconomic Status; Urban Schools; Urban Youth
IDENTIFIERS- Access to Computers

Issues related to educational technology are examined from the equity viewpoint, and suggestions are made to address equity issues. Equity in school computer use must involve not only equal access but also equal consideration of the learning needs of poor, minority, and female students. Unfortunately, equity has become a quantitative idea, measured by counting computers and computing averages and ratios. This leads to ignoring the inequities found between rich and poor, urban and rural, and minority and nonminority students. Equity issues related to educational technology have been defined as: (1) access to computer literacy and computer-assisted learning; (2) tracking through differential users of computer technology; and (3) exposure to gender bias and stereotyping in educational software. The evidence seems to be clear on the relationship of socioeconomic status and equitable distribution and use of computers in schools. Other factors may be related to equity, such as the design or content of software and amounts of keyboard time. Standards could be developed to address potential inequities in computer use, and school policies should incorporate ideas into their technology policies that include all faculty in training and expose all students to computers in at least one learning situation. Equitable software, parent training sessions, and the infusion of computers into the curriculum are among the approaches educators should take to ensure equity in educational technology use. (SLD)

ED 411 341 UD 031 872

Westfall, Amy; Pisapia, John
At-Risk Students: Who Are They and What Helps Them Succeed? Research Brief #17.
PUB DATE- 94
NOTE- 6p.; Research reported in this Brief is extracted from the Metropolitan Educational Research Consortium products on at-risk students.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Class Size; Coping; Counseling; *Early Intervention; Educational Environment; Elementary Secondary Education; *Family Influence; *High Risk Students; Individual Differences; Parent Participation; *Program Development; *Resilience (Personality); Self Esteem; Social Influences

The purpose of this research brief is to summarize the literature on research conducted with at-risk students. Emerging from the research are three central groups of factors that are

ED 411 359 UD 031 893

Pisapia, John
Teaching with Technology: Exemplary Teachers. Research Brief #6.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Curriculum Development; Educational Innovation; Educational Practices; *Educational Technology; Elementary Secondary Education; Instructional Leadership; Integrated Curriculum; Teacher Role; *Teachers; Teaching Methods
IDENTIFIERS- *Exemplary Teachers

Practices of teachers who use educational technology effectively are reviewed. The difference between the classrooms of exemplary users of technology and low technology users is in the way their classes are conducted. In exemplary classrooms, student use of learning technologies is woven integrally into the patterns of teaching even though technology-using teachers can use resources in different ways, such as drill and practice, simulations, problem-solving activities, and productivity tools. For the majority of teachers, integrating use of computers into the curriculum remains a practice at the cutting edge, since several studies indicate that exemplary technology users are but 5% of the teaching population. Integrating technology into the learning process takes a great deal of effort by the teacher, but teachers can be encouraged to adopt innovations in light of their own goals, the culture of the school community, and their own interpretations of the information they receive about new approaches. Most teachers cannot integrate computers into their classes without support. They need examples of computer use and training in computer techniques. As a result, exemplary computer-using teachers are likely to be found in districts that provide support for teacher learning and where leadership is concerned about equity of access. (SLD)

ED 411 360 UD 031 894

Parks, Amanda; Pisapia, John
Developing Exemplary Technology-Using Teachers. Research Brief #8.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Incentives; *Inservice Teacher Education; Integrated Activities; Program Descriptions; *Teacher Attitudes; *Training; Urban Schools
IDENTIFIERS- Exemplary Teachers

This research brief answers questions about the in-service training of teachers to use educational technology and offers models of exemplary programs in practice. Only 5% of the teaching force can be considered exemplary technology users, and it is recognized that becoming an accomplished integrator of technology into instruction is a complex and time-consuming process. Successful integration does seem to be related to expectations for all students, and gave some examples of programs that have worked in raising the achievement of disadvantaged youth in urban and rural areas. Children will achieve regardless of the method used or the philosophy of the educator if the instruction is delivered properly. Also included is the "Blueprint for Excellence" document participants received as a stimulant to discussion. (SLD)

ED 411 379 UD 031 915

Mare, Robert D.
Differential Fertility, Intergenerational Educational Mobility, and Racial Inequality.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.
PUB DATE- 97
NOTE- 52p.; Versions of this paper presented at the Annual Meetings of the American Sociological Association, the Population Association of America, and the Research Committee on Social Stratification of the International Sociological Association (1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Birth Rate; Blacks; *Economic Factors; *Educational Attainment; Educational Mobility; *Equal Education; Low Income Groups; *Population Trends; Poverty; *Racial Differences; Whites

Recent commentary has suggested that the relatively high fertility of poorly educated women tends to dampen the average intellectual qualifications of the population. To evaluate this claim requires a model of population growth that takes account of fertility differences among women with varying levels of educational attainment and patterns of intergenerational educational mobility. This paper describes such a model and applies it to census, vital statistics, and survey data on fertility, mortality, and intergenerational mobility data for African-American and White women in the United States from 1925 to 1995. Although fertility rates are generally higher for women at the lower end of the educational distribution, this has had a negligible effect on the trend in average educational attainment. These fertility differences are neither large enough nor consistent enough to lower educational attainment. More important, high rates of intergenerational educational mobility almost completely offset the effects of differential fertility. Although black women have historically had more children than white women, fertility differences within and between the races have not had much effect on educational inequality between the races. Indeed, in the most recent period, only white women continue to exhibit a negative correlation between education and fertility. Thus, if recent fertility patterns persist, they will accelerate a convergence of educational attainment between blacks and whites. (Contains 5 tables, 1 figure, and 33 references.) (Author/SLD)

ED 411 380 UD 031 916

The Talents Dovetail: Initiative for Identifying Gifted and Talented Minority Students.
PUB DATE- 96
NOTE- 6p.; For related documents, see UD 031 917-919.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

document and practice test); (5) "Scoring Your Practice Test"; and (6) "To Register for the ACT." The English test is a 75-question, 45-minute test that measures understanding of the conventions of standard written English and rhetorical skills. Calculator use is now allowed on the Mathematics test, which is a 60-question test that assesses mathematical skills typically acquired up to the beginning of grade 12. The Reading test is a 40-question test of reading comprehension, and the science reasoning test is a 40-question test that measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. (SLD)

ED 411 286 TM 027 291

ACT Assessment 1996-1997: User Handbook.
PUB DATE- 96
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Academic Advising; *Achievement Tests; College Bound Students; *College Entrance Examinations; Counselors; English; *High School Students; High Schools; Language Skills; Mathematics Achievement; Reading Achievement; Science Education; Test Content; Test Format; *Test Use; Test Wiseness; *Testing; Thinking Skills
IDENTIFIERS- *ACT Assessment

The ACT Assessment is a measure of skills in English, mathematics, reading, and science reasoning necessary for college coursework. This booklet includes four sections designed to help the assessment user. Section 1, "Components of the ACT Assessment," contains general information about the assessment for counselors and college advisors and other staff. Section 2, "ACT Assessment Reports and Data Services," is designed for the high school and college users. Section 3, "Using ACT Assessment Student Data," is also for both high school and college users. In Section 4, "ACT Assessment Participation," the information is mostly for high schools, although colleges might be interested in the material about college testing. The ACT Assessment includes four curriculum-based tests that measure students' educational development in English, mathematics, reading, and science reasoning. The tests are based on the major areas of instruction in U.S. high schools and colleges, so that a student's performance on the test has a direct and obvious relationship to his or her academic development. The Assessment also includes a High School Course/Grade Information questionnaire, an interest inventory, and the Student Profile section. (Contains 6 tables, 16 figures, and 38 references.) (SLD)

ED 411 287 TM 027 292

EXPLORE: Helping Students Discover a World of Possibilities. A Content Description of ACT's EXPLORE Program.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(Washington) suburbs, opened a new campus in 1993. The school agreed to work with the Washington Research Institute to examine reform efforts in the developing school. The focus was on ensuring that the needs of special education students were being met as the school unfolded its reforms. The research project has demonstrated how a continuous cycle of focus group interviewing can be used to evaluate school improvement efforts and set the stage for introducing research-based practices. Four percent of the student body at its opening (31 students) were in special education, and 3 special education teachers were included in the school's staff of 37. A team of educators has been meeting every 2 weeks to examine the school's inclusion policies and practices, and summaries of the findings of a number of focus groups have been instrumental in the team's evaluations. The focus group methodology was less expensive than individual interviews, but it allowed students, parents, and educators to interact and express opinions about reform efforts. Over the 4 years, the team has completed 11 focus group interviews. These interviews have provided both external constituents and school personnel with insight into effective inclusion-based practices and have provided a process for understanding unified school development. (Contains 1 figure and 31 references.) (SLD)

ED 411 306 TM 027 354

Dahir, Carol; Campbell, Chari; Johnson, Laurie; Scholes, Roberta; Valiga, Michael
Supporting a Nation of Learners: The Development of National Standards for School Counseling Programs.
PUB DATE- 97
NOTE- 72p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; *Counselors; Educational Practices; Elementary Secondary Education; *National Standards; *Professional Development; *School Counseling; Surveys; Tables (Data)
IDENTIFIERS- *Standard Setting

A study was conducted to examine the attitudes of elementary, middle/junior high, and high school counselors toward the development of national standards for school counseling programs. An effort was also made to identify the components counselors thought should be included in the national standards. Input from leaders of the American School Counselor Association (ASCA) was used to develop a questionnaire that was refined and distributed to 102 participants at the ASCA annual meeting. Responses of 1,127 ASCA members provided the data. Results clearly establish that school counselors strongly and broadly wish to have national standards. They generally believe that national standards will identify a focal point for practice, articulate a professional mission, provide a center for aspiration, and drive momentum for the future of the profession. These findings can be a foundation for the development of national standards for school counseling programs, but considerable thought, exploration, and conversation will be needed to ensure that the voice of the practitioner is not lost as standards are developed. The survey is attached. (Contains 22 tables and 2 references.) (SLD) book presents a way for teachers to make maps as a way to communicate about curriculum development. Curriculum mapping amplifies the possibilities for long-range planning, short-term preparation, and clear communication. Procedures for curriculum mapping, which is based on the school calendar year, begin with collecting the data and move through several reviews to determining the points that can be revised immediately and those that will require long-term research and development. Curriculum review should be active and ongoing. The following chapters are included: (1) "The Need for Calendar-Based Curriculum Mapping"; (2) "Procedures for Curriculum Mapping"; (3) "Reviewing, Analyzing, and Developing Curriculum Maps"; (4) "Refining the Map through Essential Questions"; (5) "Using Mapping To Generate Developmental Assessment"; (6) "A Case for Eliminating Curriculum Committees"; and (7) "Practitioners Talk about Making Maps." Three appendixes discuss questions about curriculum mapping and some sample questions and maps. (Contains 18 references.) (SLD)

ED 411 324 TM 027 707

Envisioning an Educational Research, Development, and Dissemination System. Final Report.
PUB DATE- 97
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); *Agenda Setting; Compensatory Education; Educational History; Educational Planning; *Educational Research; Elementary Secondary Education; *Government Role; Higher Education; *Information Dissemination; Needs Assessment; *Research and Development; Research and Development Centers; Teacher Education; Workshops
IDENTIFIERS- *Office of Educational Research and Improvement

A 1-day workshop preceded a meeting of the National Educational Research Policies and Priorities Board of the Office of Educational Research and Improvement (OERI) to help the Board consider the most appropriate structure for research and dissemination in education. The workshop opened with a presentation by William Raub, who provided a view on research and dissemination from the standpoint of biomedical research. Following a question-and-answer session, the next workshop session discussed the evolution, current state of affairs, and future plans of three aspects of the current OERI agenda: a national educational research center, a regional educational laboratory, and an additional ERIC clearinghouse. A session on historical context examined the development of the OERI and existing problems in the present OERI infrastructure. Another session discusses various perspectives on the institutions and resources needed to support an effective research and development system in education. The following papers are included as appendices: (1) "Toward a New Federal Role in Dissemination and Knowledge Utilization" (Karen Seashore Louis); (2) "Teacher Education Accreditation: The Unheralded Engine for the Dissemination of Educational Research" (Arthur Wise); (3) "The Development and Effectiveness of Federal Compensatory Education Programs: A Brief Historical Analysis of Title I and Head Start" (Maris Vinovskis); (4) "The Experience of a National Research Center: Contributions to a Vision for a National Educational Research, Development, and Dissemination System" (John Hollifield); and (5) "Outline of a Theory of Knowledge Utilization To Guide Strategic Planning by the Office characteristic of at-risk students: (1) social and family background; (2) personal problems; and (3) school factors. In spite of the presence of several risk factors, there are some students who have developed characteristics and coping skills that help them succeed. These students can be termed "resilient" because they are able to recover from or adapt to life's stressors or problems. Resilient characteristics appear to fall into the same general categories as risk factors. Bearing these factors in mind, educators and policy makers need to foster protective mechanisms that encourage resilience, and they should design programs that address early educational experiences and issues related to adolescent childbearing and other problems that can cause an end to schooling. Attributes of successful programs are: (1) early intervention; (2) positive school climate; (3) effective school personnel; (4) small class size; (5) parent involvement; (6) self-esteem and support building; (7) guidance and mental health counseling; (8) social and life skills/vocational education; (9) peer involvement and extracurricular activities; and (10) easing grade level transitions. Successful programs must also allow for the ages and grade levels of participants, with appropriate activities and lessons. (SLD)

ED 411 342 UD 031 873

Westfall, Amy; Pisapia, John
Students Who Defy the Odds: A Study of Resilient At-Risk
Students. Research Brief #18.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Age Differences; Coping; Disadvantaged Youth; *Environmental Influences; *High Risk Students; Locus of Control; Participation; Program Development; *Resilience (Personality); Role Models; *Significant Others; *Student Responsibility; Time Factors (Learning)

A study of resilient at-risk students was commissioned by the Metropolitan Educational Research Consortium to identify factors that students believed contributed to their academic success. Sixty-two resilient and academically successful at-risk students from six school divisions took part in in-depth interviews. Factors identified by students were classified into thematic categories. Positive use of time and meaningful involvement in school or other activities were frequently mentioned by students as success factors. In addition, the majority articulated clear and specific long-term goals. Students' personal responses indicated that they had an internal locus of control and accepted personal responsibility for their successes and failures. The perceived influence of school and teachers was inversely related to grade level. Younger students thought that teachers and counselors played a more important role in their successes, while older students had more neutral attitudes toward school. Almost all of these students had come from dysfunctional homes, but most could name one or more persons who had been significant in helping them. These findings indicate that there are important environmental factors that influence the development of strong, resilient personalities and beliefs. Results of this study, taken with other research findings, suggest several general recommendations that will help translate the findings into help for at-risk students. Sharing information, planning and evaluating programs, selecting and evaluating personnel training. Teachers need formal training in basic operation of computers, integration of software into existing lessons, integration of technology-based instruction into curricula, classroom management activities that allow computer use in school, and other aspects of educational technology. They need administrative and technical support as they learn about computers. Training should be easy, continuous, practical, and accessible in a three-tier approach that begins with learning to operate the computer, moves through learning to integrate the technology into the curriculum and classroom, and then involves annual skill updates. Model training programs from the following sites, several of which are urban, are described: (1) Monterey Unified School District (California); (2) Webster Elementary School, St. Augustine (Florida); (3) Calcasieu Parish Schools, Lake Charles (Louisiana); (4) Northshore School District, Bothell (Washington); (5) Chesterfield County School Division (Virginia). The Chesterfield County program consists of a three-level teacher training program that provides stipends for teachers who instruct other teachers. (SLD)

ED 411 361 UD 031 895

Pisapia, John
Teaching with Technology: Productivity Tools. Research Brief #7.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Oriented Programs; Computer Software; *Computer Uses in Education; *Cooperative Learning; Educational Practices; *Educational Technology; Elementary Secondary Education; *Productivity; Teaching Methods; Urban Schools; Word Processing

Productivity tools allow students to do something that was not possible without technology and then to share their results with others. In contrast to traditional software that encourages linear procedural processes, tool software is open-ended. Productivity tools include word processing, spread sheets, graphics, and telecommunications software. When designing cooperative computer-based strategies, teachers must deal with issues such as the size of the group, equity of access to the computer, time pressures, and software that is designed for individual use. There is a definite "best practice" approach to using technology in a problem-solving application. The most successful teachers draw their students into the problem area without undue emphasis on computer aspects of the units. Best practice in these situations includes: (1) introductions to computers; (2) modeling of problem-solving steps and practices; (3) discussion; (4) written products; and (5) public sharing of results at the end of each unit. Some of the most valuable learning occurs when students and teachers manage computer projects together. (SLD)

ED 411 362 UD 031 896

Pisapia, John
Restructuring Schools with Technology. Research Brief #10.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

(141)
DESCRIPTORS- *Academic Achievement; Communication (Thought Transfer); Decision Making; Elementary Education; Intelligence; *Minority Groups; Planning; Prediction; Productivity; *Talent Identification; Teacher Education; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Talents Unlimited Program

The Talents Unlimited (TU) critical and creative thinking skills model is designed to help teachers recognize and nurture the multiple talents of all children. Research based on the work of Calvin Taylor, has identified high-level talent areas of productive thinking, communication, forecasting, decision making, and planning, in which all excel to varying degrees. Teachers can use these practical talents to help students acquire and apply knowledge across all content areas while developing skill in the use of the thought processes themselves. The TU approach fits well with other educational innovations. In TU classrooms, teachers encourage the development of thinking skills in all students within the regular curriculum. TU teachers are trained to be 'talent scouts' and to discard stereotypes to see a new repertoire of behaviors that exemplify varied intelligences. The quality of student products from a TU classroom is elevated, often demonstrating outstanding potential. Examples are given of the use of TU training in several school districts, including Fort Worth (Texas), Nash-Rocky Mount (North Carolina), and Owensboro (Kentucky). The experiences of several educators with the TU program are highlighted. (SLD)

ED 411 381 UD 031 917

Peek inside ... A Talents Unlimited Classroom.
PUB DATE- 95
NOTE- 31p.; For related documents, see UD 031 916-919.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Communication (Thought Transfer); Decision Making; Elementary Education; Intelligence; *Minority Groups; Planning; Prediction; Productivity; *Talent Identification; Teacher Education; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Talents Unlimited Program

This booklet for parents explains the Talents Unlimited (TU) program, a program that is designed to help students use more of their thinking powers. Research is showing that students possess potential for many kinds of thinking abilities that are important for success in the world of work as well as in school. These talents include, in addition to academic talent: (1) productive thinking, which enables a child to look at a problem creatively; (2) communication, which involves six related skills that help students describe and communicate; (3) planning; (4) forecasting talent, which is the ability to look into the past to see causes or into the future to make predictions; and (5) decision making. Academic talent is the foundation for a quality education. The other talent areas require that students go beyond the recall level and think about the academic content in more challenging ways. In fact, the TU teacher always has an academic purpose for each talents activity in the classroom. Examples are given of the ways teachers might have students use the various talents, and the skills that make up the talents are described. (SLD)

(055)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Career Exploration; College Preparation; *Educational Planning; English; *Grade 8; *Junior High School Students; Junior High Schools; Language Skills; Mathematics Achievement; Reading Achievement; Science Education; Standardized Tests; Student Evaluation; Test Content; Test Use; Thinking Skills

EXPLORE is an every-student program that assesses the academic progress of eighth graders, helps them explore the wide range of career options, and assists them in developing a high school coursework plan. EXPLORE can function as a stand-alone program or as a point of entry into the American College Testing (ACT) Program's Educational Planning and Assessment System, an integrated series of assessments that includes EXPLORE, PLAN, the ACT Assessment, the Work Keys assessment, and a comprehensive monitoring and reporting system called AIM. EXPLORE contains four multiple-choice tests, English, mathematics, reading, and science reasoning, which are designed to measure students' curriculum-related knowledge and the complex cognitive skills important for future education and careers. National norms for these tests are made available. Students who take EXPLORE are also asked to provide information about their interests, needs, current education and career plans, and selected background characteristics. Supplemental materials for parents and students and score reports help make EXPLORE results useful to students and their families, as well as to teachers, administrators, and counselors. (SLD)

ED 411 288 TM 027 293

Using Calculators on the PLAN and ACT Assessment Mathematics Tests.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; *Calculators; *College Entrance Examinations; Ethnic Groups; Grade 10; Grade 12; Grade 8; *Mathematics Tests; Minority Groups; National Norms; Scores; Secondary Education; Secondary School Students; Sex Differences; *Test Results
IDENTIFIERS- *ACT Assessment; *PLAN Tests

In 1995, the American College Testing (ACT) Program conducted a study of the effects of using a calculator in its ACT Assessment and PLAN mathematics tests taken by approximately 38,000 students. Whether there would be changes in the PLAN and ACT score scales as a result of permitting calculator use on the mathematics tests was explored with samples of 14,710 8th graders, 7,403 10th graders, 4,519 12th graders, and minority samples of 7,436 10th graders and 4,764 12th graders. Whether gender and ethnic groups would be disadvantaged by allowing calculator use was also studied. In addition, new nationally representative norms were obtained for PLAN, ACT, and the EXPLORE assessments. Results indicate that calculators may be used on the PLAN and ACT assessments without changing the meaning of the test scores. Nor was there any consistent evidence to suggest that the use of calculators disadvantages any group based on ethnicity or gender. For these reasons, the ACT has decided to allow calculator use beginning in the fall of 1996. (SLD)

ED 411 289 TM 027 297

ED 411 307 TM 027 357

Bauer, Scott C.; Mitchell, Stephen M.
The Quality Audit: A Framework for Internal Analysis of the Capacity for Change.
PUB DATE- 97
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; Effective Schools Research; Elementary Secondary Education; *Evaluation Methods; Feedback; Quality Control; Researchers; School Districts; *School Effectiveness; *Total Quality Management
IDENTIFIERS- *Quality Audit

This paper reports on the development and implementation of the quality audit, a methodology designed to help school systems examine their capacity for change using the principles of total quality management as a framework for analysis. Total quality management stresses the importance of continuous improvement of organizational processes, resulting in the delivery of high quality educational services. Quality is defined by the organization's "customer," the end user of the product, and it requires attention to the entire system. The quality audit uses the features of total quality management as a framework for analyzing the efficacy of school district administrative structures and processes. In operation, a small team of researchers works with a district steering committee to structure the audit and provide ongoing feedback on the way to the final report. The quality audit is not a job analysis. Instead, it takes a more systemic approach. Specific barriers to performance or customer service issues related to particular areas might be identified, but the overall focus is on the delineation of themes across functions. Over the past 7 years, the quality audit has been used in a dozen school systems. Data from one suburban district are used to illustrate the process. A consistent theme is the extent to which central office and school administrative functions need to be delivered with a focus on customer service. Findings in the district highlighted reflect breakdowns in the delivery of quality support services that over time produced anxiety, antipathy, and low morale. As a result of the quality audit, the district experienced a remarkable degree of change. Areas in need of attention were identified and organizational members collaborated in dialogue about change. An appendix contains the school climate survey used in the audit. (Contains 21 references.) (SLD)

ED 411 308 TM 027 359

Sherman, Jane C.; Scrima, Douglas P.
Competency-Based Admissions Standards in Washington: A Status Report.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

of Educational Research and Improvement" (Willis Hawley). A list of participants and biographies of presenters are included. (SLD)

ED 411 325 TM 027 708

Legum, Stanley; Caldwell, Nancy; Davis, Bryan; Haynes, Jacqueline; Hill, Telford J.; Litavecz, Stephen; Rizzo, Lou; Rust, Keith; Vo, Ngoan
The 1994 High School Transcript Study Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 194p.; For the High School Transcript Study tabulations, see TM 027 709.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Records; *Core Curriculum; *Course Selection (Students); Data Collection; Data Processing; Educational Policy; Educational Trends; *High School Students; High Schools; National Surveys; Policy Formation; Research Design; *Research Methodology; Sample Size; *Sampling; Tables (Data); Trend Analysis
IDENTIFIERS- National Assessment of Educational Progress; National Center for Education Statistics; *National High School Transcript Study (NCES)

The 1994 High School Transcript Study (HSTS) provides the Department of Education and other policymakers with information about current course offerings and students' course-taking patterns in the nation's secondary schools. One objective was to determine changes in course offering and selection patterns since the previous studies in 1982, 1987, and 1990. Another research objective was to compare course-taking patterns to results from the National Assessment of Educational Progress (NAEP), an assessment of educational achievement nationwide. In 1994, transcripts were collected for more than 25,000 students who graduated from high school that year. These students were from 340 schools that participated in the NAEP. This technical report documents the procedures used to collect and summarize the data. An accompanying volume provides tables of findings, and another contains the data file user's manual. The following sections are included: (1) "Executive Summary"; (2) "Background: Sample Design"; (3) "Selection of Schools and Students for the 1994 High School Transcript Study"; (4) "Data Collection Procedures"; (5) "Data Processing Procedures"; (6) "Weighting and Estimation of Sampling Variance"; (7) "1994 High School Transcript Study Data Files"; and (8) "References." Five appendixes provide supplementary information about the study methodology. (Contains 30 tables, 2 figures, 23 exhibits, and 18 references.) (SLD)

ED 411 326 TM 027 730

Rankings of the States 1996: Addendum.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Census Figures; Comparative Analysis; *Educational Finance; *Elementary Secondary

carefully, providing preservice and inservice education, and targeting programs carefully are important aspects of programs for developing resilience. (SLD)

ED 411 343   UD 031 874

Pisapia, John; Westfall, Amy
Developing Resilient Schools and Resilient Students. Research Brief #19.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Coping; Educational Environment; Educational Improvement; Elementary Secondary Education; Expectation; *High Risk Students; Models; Personality Traits; *Recognition (Achievement); *Resilience (Personality); *Significant Others; Social Support Groups; *Student Motivation; Time Factors (Learning); Urban Schools

Recent research by the Metropolitan Educational Research Consortium has led to the development of a resiliency model that helps explain why some at-risk students actually do well in school. The recent investigations have determined that some students develop traits that enable them to be successful in school. The model suggests that four environmental factors come together to form a psychological support system that reinforces the personal traits that lead to resilience. This support system is composed of: (1) significant relationships with adults; (2) positive use of time; (3) motivation through encouragement and high expectations; and (4) acknowledgment through recognition and accomplishment. The support system enhances the development of personal traits such as self-efficacy, goal orientation, personal responsibility, optimism, internal expectations, and coping ability. The resiliency model can be operationalized in schools, beginning with awareness of the model and dissemination of its concepts. A school that decides to implement the four factors of the model must analyze its own performance and then identify the strategies that will bring about these objectives. There are no quick and easy answers to solving the problems of at-risk students, but putting the factors of the resiliency model into place provides a process schools can use to develop a favorable climate. (SLD)

ED 411 344   UD 031 875

Cahill, Michelle
Schools and Community Partnerships: Reforming Schools, Revitalizing Communities. Schools and Community Working Papers.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Case Studies; Community Cooperation; Cooperation; *Educational Change; Elementary Secondary Education; Outcomes of Education; *Partnerships in Education; *School Community Relationship; School Restructuring; *Urban Schools; Urban Youth; Youth Programs

School reform leaders in Chicago (Illinois), Denver (Colorado), New York (New York), Seattle (Washington), Philadelphia (Pennsylvania), and Los Angeles (California) created the Cross City Campaign to work for the improvement of urban education so that all students are prepared for postsecondary education,

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Processes; *Computer Uses in Education; Constructivism (Learning); *Curriculum Development; Educational Change; *Educational Technology; Elementary Secondary Education; Program Implementation; *School Restructuring; Urban Schools
IDENTIFIERS- Apple Classrooms of Tomorrow; Bellevue School District WA; Reform Efforts

This research brief examines the potential of technology to further the goals of restructuring U.S. schools. Strategies are presented for restructuring schools with technology. Although restructuring means different things to different people, the restructuring movement has generally focused on reorganizing school processes, taking a constructivist and cognitive view of learning, and moving toward a well-integrated use of technology in the schools. Technology by itself cannot restructure schools, but it has an essential role to play in boosting educational productivity. A strategy for introducing technology in the schools could be based on principles of: (1) planning; (2) curriculum; (3) instruction; (4) access to computers; (5) teacher support; (6) effectiveness; (7) connectivity; and (8) phasing in the activities. Two specific models for the use of educational technology are the Apple Classrooms of Tomorrow program and the Integrated Technology Classroom of the Bellevue School District (Washington). Several other applications, including some in urban schools, are described, using data from the Metropolitan Educational Research Consortium files. (SLD)

ED 411 363 UD 031 897

Pisapia, John
Planning for Technology Infusion into the Schools. Research Brief #11.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Uses in Education; Educational Change; Educational Policy; *Educational Technology; Elementary Secondary Education; Models; Parent Education; Planning; Program Implementation; *Training; Urban Schools
IDENTIFIERS- *Reform Efforts

The challenge today in implementing educational technology is no longer one of acquiring equipment, but rather one of improved adoption, diffusion, and use of computers. Effective implementation requires effective planning and action to ensure equity of access to resources, coordination of resources, and developing infrastructures for information sharing. One approach, the adoption model, is to spread technology thinly, introducing technology a little at a time. Another approach, the political market model, stresses the role of the school division in spurring innovation. This model often includes pilot projects to drive implementation. The concerns-based planning model assumes that technology should be implemented in an area where it provides a direct benefit based on a defined need. Planning assumptions should involve the uses of the technology, and planning guidelines defined by the National Task Force on Educational Technology specify that

ED 411 382 UD 031 918

Talents Unlimited. A Critical and Creative Thinking Skills Model. Awareness Packet.
PUB DATE- 95
NOTE- 62p.; For related documents, see UD 031 916-919.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Communication (Thought Transfer); Decision Making; Elementary Education; Intelligence; *Minority Groups; Planning; Prediction; Productivity; *Talent Identification; Teacher Education; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Talents Unlimited Program

The Talents Unlimited (TU) is designed to help teachers recognize and nurture the multiple talents of children. Research based on the work of Calvin Taylor has identified high level talents in which all people excel to varying extents. Taylor has suggested a grouping of talents based on the needs of the world-of-work, specifying the academic talent and five other types: productive thinking, decision making, planning, forecasting, and communication. Each of these talents can function in acquiring knowledge across all subject matter areas. In the multiple talent approach, students develop their talents while growing in knowledge. Every student in the classroom can be successful in at least one of these areas, and these successes will enhance student self-concept and enable the student to achieve more. This Awareness Packet contains the following material about the TU model: (1) a summary of the Talents Model; (2) sample TU lessons; (3) professional articles about talents; (4) juried review of the Talents Model; (5) the "Talents Dovetail" flyer that endorses the compatibility of the talents approach with other instructional innovations; (6) suggested talents reading; and (7) a materials price list. (SLD)

ED 411 383 UD 031 919

Talents Unlimited Revalidation Report Submitted to the Program Effectiveness Panel of the U.S. Department of Education's National Diffusion Network.
PUB DATE- 90
NOTE- 105p.; For related documents, see UD 031 916-918.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Communication (Thought Transfer); Decision Making; Elementary Education; Intelligence; *Minority Groups; Planning; Prediction; Productivity; Program Effectiveness; Program Evaluation; *Talent Identification; Teacher Education; Teaching Methods; *Thinking Skills
IDENTIFIERS- *Talents Unlimited Program

Talents Unlimited (TU) is a program that enhances students' creative and critical thinking skills within the framework of the regular classroom curriculum. Based on Calvin Taylor's theory of multiple talents and intellectual abilities, this program develops improved thinking in specific talent processes, including Productive Thinking, Communication, Forecasting, Decision Making, and Planning, with the Academic talent as a frame of reference for all activities. Through

Ohio Student Testing Requirements.
PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Achievement Tests; *Competency Based Education; Criterion Referenced Tests; *Educational Assessment; Elementary Secondary Education; Minimum Competency Testing; Norm Referenced Tests; Performance Based Assessment; Public Schools; Standardized Tests; State Legislation; *State Programs; Test Use; *Testing Programs
IDENTIFIERS- *Ohio

State-mandated student testing in Ohio is a combination of three different initiatives: (1) competency-based education (CBE) assessment; (2) achievement and ability testing; and (3) proficiency testing. This report describes the current testing requirements and some of the characteristics of each of these types of assessment. CBE assessment was established in 1983 and redefined in 1989. The purpose of the state's CBE assessment is to see if students are learning the reading, composition, and mathematics curricula being taught in the local schools. The CBE focus is on locally established curriculum goals. The achievement and ability testing requirement was established in 1987. It mandated that districts give commercially published norm-referenced achievement and ability tests to students in grades 4 and 6 and a grade level to be designated by the State Board of Education in reading, language, and mathematics. Revisions in 1989 specified grade 8, and added grade 10. Proficiency tests were also initiated in 1987 to provide for statewide tests in reading, writing, mathematics, and citizenship. These tests are designed to see how students perform on specific learning outcomes identified by the state as important for all students. In contrast to the norm-referenced achievement and ability tests, these are criterion-referenced. Schools can use either type of test to meet the requirement for CBE instruction. (Contains two tables.) (SLD)

ED 411 290 TM 027 298

Measuring Student Achievement.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Criterion Referenced Tests; Elementary Secondary Education; Intelligence Tests; Measurement Techniques; Multiple Choice Tests; Norm Referenced Tests; Outcomes of Education; *Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); Standards; *State Programs; Test Use; *Testing Programs
IDENTIFIERS- *Ohio

This report provides background on statewide student testing and testing alternatives in Ohio. The status of achievement testing in other states is also discussed. Educational testing historically has included the two strands of intelligence testing and achievement testing. This report focuses on achievement testing. The two basic forms are criterion-referenced tests, which compare student achievement to a set of desired outcomes or standards, and norm-referenced tests, which compare achievement to that of other students who took the same test. Three common methods of statewide testing include written

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Admission (School); *College Entrance Examinations; *High School Students; High Schools; Higher Education; Public Colleges; *Standards; State Legislation; *Test Construction; Test Use
IDENTIFIERS- *Competency Based Evaluation; *Washington

This paper provides a brief overview of the purpose and process of establishing competency-based standards for college admissions in the state of Washington. The state's Higher Education Coordinating Board is required by law to establish minimum requirements for admission to Washington's public baccalaureate institutes. The current policy, adopted in 1987 and fully implemented in 1992, sets certain course requirements for students to define the minimum standards for college entrance. In 1993, a new approach was enacted into law that requires the state to develop a new approach centered on mastery of certain skills, demonstrated through a Certificate of Mastery. The Commission on Student Learning founded through the same legislation has established standards for what students know and should be able to do at certain points in their academic learning experience. Assessments that incorporate these learning requirements have been developed and piloted for grade 4 and are under development for grade 10. The competency-based admissions project has so far been a model of school-college cooperation. The competencies have been established for English, mathematics, world language, science, social studies, and art. Assessments will be developed that support these competencies, and reporting standards will be devised to reflect achievement. Once the standards, assessments, and reporting form are complete, they will be pilot tested in three restructured high schools. (SLD)

ED 411 309 TM 027 360

Katz, Sandra N.; Hall, Ellen; Lesgold, Alan
Cognitive Task Analysis and Intelligent Computer-Based Training Systems: Lessons Learned from Coached Practice Environments in Air Force Avionics.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aviation Mechanics; Cognitive Processes; Cooperation; *Intelligent Tutoring Systems; Job Analysis; *Job Skills; *Systems Development; Task Analysis; *Test Construction

This paper describes some results of a collaborative effort between the University of Pittsburgh and the Air Force to develop advanced troubleshooting training for F-15 maintenance technicians. The focus is on the cognitive task methodology used in the development of three intelligent tutoring systems to inform their instructional content and approach, and how task analysis results are reflected in particular features of one of these tutors. A well-conducted cognitive task analysis (CTA) can give a system developer information about the knowledge and skills students find difficult. In the three developed systems, a CTA methodology called PARI (Precursor (goal), Action, Result, and Interpretation) (3) informed the design of coaching and postproblem reflection. These systems, Sherlock, Hydrive, and Eaglekeeper, are designed to give those who maintain F-15 aircraft feedback about their reasoning

Education; Expenditures; Income; *Public Schools; State
Government; *State Norms; Tables (Data); Teachers

Certain data from the Bureau of the Census were not available at the time of publication of the National Education Association report "Rankings of the States 1996" because of a change in the Bureau's schedule for issuing that data. This addendum contains the previously unavailable tables of finance data for state and local governments and completes the information for the "Rankings." The following tables are included: (1) Series C, Faculty, Tables C-2 to C-4; (2) Series E, Governmental Revenue, Tables E-1 to E-9 and E-11; (3) Series G, Government Expenditures, Tables G-3 to G-12' and (4) Series H, School Expenditures, Tables H-3 to H-8 and Tables H-18 and H-19. (SLD)

ED 411 327 TM 027 731

Campbell, Jay R.; Voelkl, Kristin E.; Donahue, Patricia L.
NAEP 1996 Trends in Academic Progress. Achievement of U.S. Students in Science, 1969 to 1996; Mathematics, 1973 to 1996; Reading, 1971 to 1996; Writing, 1984 to 1996. Report in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Academic Achievement; *Core Curriculum; Educational Assessment; *Educational Trends; Elementary Secondary Education; Ethnic Groups; Mathematics Achievement; *Racial Differences; Reading Achievement; Science Education; *Sex Differences; *Trend Analysis; Writing (Composition)
IDENTIFIERS- *National Assessment of Educational Progress

An important feature of the National Assessment of Educational Progress (NAEP) is its ability to document trends in academic achievement on core curriculum areas over an extended period of time. This report presents the major results of the NAEP 1996 science, mathematics, reading, and writing long-term assessments. These results chart trends going back to the first year in which each NAEP assessment was given: 1969-1970 in science, 1973 in mathematics, 1971 in reading, and 1984 in writing. Trends in average performance over these periods are discussed for students at ages 9, 13, and 17 for science, mathematics, and reading, and for grades 4, 8, and 11 for the writing assessment. Trends in average performance differences between White and Black Students, White and Hispanic students, and male and female students are also discussed. In general, the trends in science and mathematics show early declines or relative stability followed by improved performance. In reading and writing the results are somewhat mixed; although some modest improvement is evident in the trend for reading assessments, few indications of positive trends were evident in the writing results. More in-depth understanding is achieved by examining the types of abilities associated with different levels on the NAEP scale and the percentages of students who have gained these levels across the trend assessment. This information is summarized. (Contains four figures and nine tables.) (SLD)

ED 411 328 TM 027 732

Collins, Mary A.; Chandler, Kathryn
A Guide To Using Data from the National Household Education Survey (NHES). User's Guide.

work, and citizenship. This paper, from the Working Paper series of the Campaign, discusses various definitions of community and the types of school and community collaborations. It also identifies a conceptual framework for understanding the assumptions and activities for each type of community involvement. Review of hundreds of examples of school and community partnerships suggests that they are characterized by at least five different emphases. Although there is some overlap among these categories, the following emphases are commonly found: (1) provision of services to meet youth needs; (2) schools and community as educational partners; (3) schools and community as partners in youth development; (4) school and community collaborations for community and economic development; and (5) redefining schools as educational and participatory communities. Collaborations that view schools and communities as vital partners seem to have significant promise for urban school reform. Six case studies illustrate some partnerships in action. A list of 42 resource organizations is attached. (Contains 16 references.) (SLD)

ED 411 345   UD 031 877

Goodwin, A. Lin, Ed.
Assessment for Equity and Inclusion. Embracing All Our Children. Transforming Teaching Series.
PUB DATE- 97
NOTE- 335p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; *Educational Assessment; Educational Change; Educational Policy; Elementary Secondary Education; *Equal Education; *Inclusive Schools; Minority Groups; Multicultural Education; *Performance Based Assessment; *Student Evaluation; Teacher Education; Teaching Methods; Test Use; *Urban Schools
IDENTIFIERS- *Alternative Assessment; Reform Efforts

The chapters in this collection explore alternative assessment and give specific examples of successful efforts by teachers to develop their own systems of assessment. Taken together, these chapters are a rejection of the ranking and separating of students according to test scores, and an argument for richer forms of mixed alternative assessments. The following chapters are included: (1) "The Historical and Policy Foundations of the Assessment Movement" (George F. Madaus, Anastasia E. Raczek, and Marguerite M. Clarke); (2) "Assessing against the Grain: A Conceptual Framework for Alternative Assessments" (Celia Genishi); (3) "Supporting Teaching and Learning for All Students: Policies for Authentic Assessment Systems" (Linda Darling-Hammond and Beverly Falk); (4) "The Power of Possibilities" (Stephen C. Ellwood, IV); (5) "The Democratic, Child-Centered Classroom: Provisioning for a Vision" (Yvonne Smith and A. Lin Goodwin); (6) "Awakening to the Mathematician within: One Teacher's Story" (Paula Hajar); (7) "I Wouldn't Know I Was Smart if I Didn't Come to This Class" (Julie Heiman Savitch and Leslie Anne Serling); (8) "Assessment as a Way of Seeing" (Margaret Borrego Brainard); (9) "Toward the Development of an Improved Urban Teaching and Evaluation Process" (Sabrina Hope King); (10) "Dilemmas of Assessment and Evaluation in Preservice Teacher Education" (Nancy Dubetz, Steve Turley, and Martha Erickson); (11) "Educating the Rainbow: Authentic Assessment and Authentic Practice for Diverse Classrooms" (A. Lin Goodwin and Maritza B. Macdonald);

implementation should include a parent education component. Policy options should be spelled out in the plan, from curriculum through hardware and home and school links. Three examples of school district technology plans are provided. (SLD)

ED 411 364 UD 031 898

Pisapia, John
Lessons Learned from Technology Intensive Schools. Research Brief #9.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; *Curriculum Development; Educational Change; Educational Innovation; Educational Planning; *Educational Technology; Elementary Secondary Education; Information Dissemination; Inservice Teacher Education; *Instructional Leadership; Program Implementation; Rural Schools; Suburban Schools; Urban Schools
IDENTIFIERS- Reform Efforts

Four schools with technology rich environments were studied to gain a better understanding of the impact of technology infusion in schools. The four schools selected were a rural high school, a suburban middle school, an urban elementary school, and an urban high school. Cross case analysis shows certain characteristics these schools shared. All were characterized by adaptability and the ability to change to suit the circumstances. Each of these schools had a vision of how the technology would be used. In all cases the principal and the media center coordinator were important to maintaining the momentum of the implementation. Planning efforts were diverse, and ranged from the top-down strategy of one school to the bottom-up planning of another. In one school, the small size of the school allowed technology implementation to proceed informally. Several barriers to innovation had to be overcome in these schools, but planning made it possible to overcome staff and community resistance. Implementation of educational technology must be seen as a journey and not an event. (SLD)

ED 411 365 UD 031 900

Pisapia, John; Schlesinger, Jeanne; Parks, Amanda
Learning Technologies in the Classroom: Review of the Literature.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- 93
NOTE- 301p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Uses in Education; *Curriculum Development; Educational Environment; *Educational Technology; Elementary Secondary Education; Inservice Teacher Education; Program Implementation; *School Restructuring; Teacher Attitudes; Teaching Methods; Training

This literature review focuses on the application of technology (primarily the computer) to education. No single vision drives the infusion of technology into the schools, although social, vocational, pedagogic, and catalytic rationales have been proposed. Technology has a role in school restructuring by standardizing and automating procedures. When the goal of restructuring is to bring about a learning environment that emphasizes complex problem solving and decision making, Talents-trained teachers, students learn that there are many ways to express their intelligence and that different types of thinking can be enhanced through training and practice. Through Talents training, classroom teachers internalize a schema of creative and critical thinking skills and learn to integrate them into the regular classroom curriculum. They learn to develop instructional activities that challenge students to manipulate factual information through the deliberate use of the Talents structure. Thinking skills taught in TU are neither grade level nor content specific, but may address any academic objectives to produce student response. However, the TU program was designed for implementation with heterogeneously grouped students in grades one through six. This report on the TU program relies on its implementation over 16 years in many sites. In 1989-90, TU was adopted at 2,033 schools across the country. Data for seven adoption sites are included to support the effectiveness of the TU approach. Seven appendixes contain sample teacher training and student activities, sample assessment items, and a newsletter for the program. Responses to questions from the Program Effectiveness Panel are also attached, along with some supporting material. (Contains 6 tables and 14 references.) (SLD)

ED 411 384 UD 031 920

Tilak, Jandhyala B. G.
The Economics of Inequality in Education. Studies in Economic Development and Planning, No. 44.
PUB DATE- 87
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Caste; *Economic Factors; Education Work Relationship; *Elementary Secondary Education; Employment Opportunities; *Equal Education; Ethnic Groups; Foreign Countries; Labor Market; Research Methodology; *Sex Differences; Tables (Data)
IDENTIFIERS- *India; Return on Investment

The purpose of this study is to examine the various economic facets of inequality in education in India. The specific focus is on inter-group inequalities, such as inequality between males and females and between backward and advanced castes. It is hypothesized that returns to education accrue differently to different groups of population and unfavorably to the weaker sections. Reasons for the differential rates of return are found either in the functioning of the school system or in the functioning of the labor market. An in-depth analysis of the reasons why the same kind of education results in different rates of return for different population sectors shows that the returns to education would be far greater if the very groups most discriminated against, women and disadvantaged castes, received more attention. The analysis is based on primary data from approximately 1,000 members of the workhorse in the West Godavari District of Andhra Pradesh (India). The following chapters are included: (1) "Introduction"; (2) "Regional Inequality in Educational Development in India"; (3) "The Sample Survey"; (4) "Returns to Education in India: A Review"; (5) "The Internal Rate of Return: The Methodology"; (6) "Returns to Education"; (7) "Inequality in Human Capital Formation"; (8) "Economics of Discrimination in the Labour Market"; and (9) "Summary and Conclusions." A statistical appendix provides supporting tables. (Contains 34 tables, 15 multiple-choice tests, performance-based tests, and portfolio assessment. To be successful at performance-based tests, students must be able to demonstrate their understanding of a subject through complex or multistage problems that require the application of several skills at once. Portfolio assessment requires that samples of student work be collected over a period of time. To prepare for portfolio assessments, teachers provide feedback on how work can be improved and help students understand the criteria for selecting their best work for inclusion in a portfolio. How best to test students on a statewide basis depends on how the tests are to be used. Testing requirements differ among states, but 47 states require districts to test public school students at some time between grades 1 and 12. There is a national trend toward the use of performance-based tests or portfolio assessments. In Ohio, the ninth-grade proficiency test consists of three criterion-referenced multiple-choice tests (mathematics, reading, and citizenship) and one criterion-referenced performance-based test (writing). An appendix discusses the early history of testing and the use of intelligence tests. (Contains seven exhibits.) (SLD)

ED 411 291 TM 027 299

School Enrollment--Social and Economic Characteristics of Students: October 1995 (Update). Current Population Reports.
PUB DATE- 97
NOTE- 167p.; P20-492 is a one-page issue of "Current Population Reports." PPL-55 is a 133-page set of "Detailed Tables and documentation for P20-492." Type size in statistical tables is small.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; *Dropouts; *Elementary Secondary Education; *Enrollment; *High School Graduates; *Higher Education; National Surveys; Sampling; Tables (Data)
IDENTIFIERS- *Current Population Survey

This update to the School Enrollment Report of the Current Population Survey presents detailed tables about the school enrollment of the civilian, noninstitutionalized population of the United States. It is the first update of a new series designed to reduce the number of printed reports by updating Current Population Survey tables annually while issuing the full report only every other year. The tables in this compilation provide information on the 70 million people enrolled in nursery school through college. About 8.3 million children were enrolled in nursery school or kindergarten during the period, while elementary school enrollment stood at 31.8 million students. High school enrollment totaled 15.0 million people, and the annual high school dropout rate was 5.4%. The number of people enrolled in college was 14.7 million, and about 6.0 million college students were 25 years of age or older. Data are estimates based on a sample survey and are subject to sampling variability since they are not based on a complete enumeration of the population. Appendixes present historical enrollment tables, definitions and explanations, and a discussion of the source and accuracy of the estimates. (Contains 19 detailed tables.) (SLD)

ED 411 292 TM 027 300

Meehan, Merrill L.; Burns, Rebecca C.
E-Mail Survey of a Listserv Discussion Group: Lessons Learned

errors and violations of good troubleshooting practice. Examples show how the PARI methodology informed the development of these systems, and results with 18 tutored novices, 23 untutored novices, and 13 master technicians are presented to show the efficacy of the training. The two fully developed systems are proving efficient and practical in improving student performance. The third, Eaglekeeper, remains in an earlier stage of development. Work with these systems illustrates the importance of early CTA to save time and effort in system development. (Contains 10 figures.) (SLD)

ED 411 310 TM 027 365

Solano-Flores, Guillermo; Raymond, Bruce; Schneider, Steven A.
Computer-Assisted Portfolio Scoring: Can Technology Enhance the Process of Scoring Portfolios?
SPONS. AGENCY- National Board for Professional Teaching Standards, Detroit, MI.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Teachers; *Computer Assisted Testing; Computer Software; Computer Software Evaluation; Educational Technology; Elementary Secondary Education; *Evaluators; Field Tests; Holistic Evaluation; *Interrater Reliability; *Portfolio Assessment; Portfolios (Background Materials); *Scoring
IDENTIFIERS- *National Board for Professional Teaching Standards

The need for effective ways of monitoring the quality of scoring of portfolios resulted in the development of a software package that provides scoring leaders with updated information on their assessors' scoring quality. Assessors with computers enter data as they score, and this information is analyzed and reported to scoring leaders. The developed structural scoring approach, PerformAce, was tested with responses of teachers to the portfolio component of a teacher certification assessment developed by the National Board for Professional Teaching Standards (NBPTS). Assessors used the PerformAce software as an electronic scoring form with screens that display the description of an attribute at different levels of performance attached to a scale. When all attributes are scored, the program asks assessors for a holistic score for the examinee's performance. Both attribute and holistic scores are stored in the assessor's computer and then transferred to a central computer to allow scoring leaders to identify patterns of ineffective or inefficient scoring. The approach was used with the field test of an NBPTS art teacher examination with eight portfolio entries and four assessment center exercises. Assessors were 127 art teachers who rated 928 portfolio responses. The best possible estimate of the reliability of the assessment was 0.81, and using computers did not affect this reliability. Almost all of the assessors (94%) agreed that the approach helped them make informed decisions and 73% of the scoring leaders thought the software helped them preserve the quality of scoring. Results suggest that the computer-assisted scoring approach does not have an adverse impact on interrater reliability and that computers can be useful tools to manage scoring sessions. (Contains 1 table, 4 figures, and 12 references.) (SLD)

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Data Analysis; Data Collection; Elementary Secondary Education; Estimation (Mathematics); Family (Sociological Unit); National Surveys; *Research Design; Research Methodology; Researchers; *Telephone Surveys; *User Needs (Information)
IDENTIFIERS- Data Files; *National Household Education Survey

This guide provides users of the National Household Education Survey (NHES) data with suggested techniques for working with the data files. Special attention is paid to topics that will help users avoid the most commonly made mistakes in working with NHES data. The guide is meant to be an introduction and an overview, and not a substitute for the separate user's manuals and other reports. The NHES is a data collection system of the National Center for Education Statistics that provides descriptive data on the educational activities of the U.S. population and offers policymakers, researchers, and educators a variety of statistics on the condition of education in the United States. The primary purpose of the NHES is to collect repeated measurements of the same phenomena at different points in time, but one-time surveys of topics of interest may be fielded. The NHES is a telephone survey of the noninstitutionalized civilian population of the United States, and households are selected using random digit dialing methods. The NHES has been conducted in 1991, 1993, 1995, and 1996. This guide contains the following sections: (1) introduction and overview; (2) brief descriptions of the separate NHES data files; (3) comparisons with other data sets; (4) familiarization with the data and descriptions of data collection and processing; (5) selecting variables for working data sets; (6) NHES design; (7) working with missing data; and (8) weights and estimation procedures. Appendixes contain commonly asked questions and answers, examples that illustrate points in the text, and a summary of weighting and sample variance estimation variables. (Contains 10 references.) (SLD)

ED 411 329 TM 027 733

Collins, Mary A.; Brick, J. Michael; Nolin, Mary Jo; Gilmore, Susan; Chandler, Kathryn; Chapman, Chris
Data File Users Manual. Volume IV. Youth Civic Involvement Data File. National Household Education Survey of 1996. User's Manual.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Participation; Citizenship Responsibility; Data Analysis; Data Collection; *Elementary School Students;

(12) "Language, Culture, and the Assessment of African American Children" (Asa G. Hilliard III); (13) "Moving the Mountain: Assessment and Advocacy for Children" (Beatrice S. Fennimore); (14) "Assessing Teacher Performance in a Diverse Society" (Ana Maria Villegas); (15) "Assessing the Dialogue of Teachers in a Multicultural Classroom: A Difficult Struggle" (Valerie Ooka Pang); (16) "Parents as Allies for Alternative Assessment" (Jennifer J. Robinson); and (17) "Toward an Education of Consequence: Connecting Assessment, Teaching, and Learning" (Vito Perrone). Each chapter contains references. (Contains six figures.) (SLD)

ED 411 346 UD 031 878

Sheridan, Jennifer T.
The Effects of the Determinants of Women's Movement Into and Out of Male-dominated Occupations on Occupational Sex Segregation.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economic Factors; *Employed Women; Employment Patterns; *Equal Opportunities (Jobs); High School Graduates; Labor Force; *Nontraditional Occupations; Sex Discrimination; *Sex Role; Sex Stereotypes; Social Change; *Socialization; Tables (Data)
IDENTIFIERS- Wisconsin

Although occupational sex segregation has decreased over the last 25 years, it is still a major social concern primarily because of the role it plays in perpetuating the gender wage gap. This paper uses data from the Wisconsin Longitudinal Study, a study that followed a random sample of 10,317 high school graduates, to assess the determinants of women's movement into and out of male-dominated occupations. In this study, the gender type of occupations changes with time; that is, the shifting gender compositions of occupation categories from 1960 to 1990 is taken into account. Event history analysis is used to ascertain the relative risk of a woman's entering and leaving a male-dominated occupation. The hazard rates are then used to project the change expected in the overall distribution of women in male-dominated and nonmale-dominated occupations, and periods out of the labor force, over time. The analysis evaluated gender role socialization and neoclassical economic theories of occupational sex segregation by including a number of covariates that measure background characteristics and the timing of life course events of the woman, characteristics of jobs the woman enters over her career, and indicators of opportunity in the local labor market. The results show support for sex role socialization as an explanation for women's movement into sex-atypical occupations, and show that having aspirations for a male occupation, in particular, is associated with increases in the percentage of women employed in male-dominated occupations over time. Neither neoclassical economic theories nor demand-side theories are well-supported. These results are compared with those of J. A. Jacobs (1989), and it is concluded that sex role socialization is important in perpetuating occupational sex segregation. (Contains 7 tables, 6 figures, and 45 references.) (Author/SLD)

ED 411 347 UD 031 879

technology has much to offer the restructuring movement. It can help create a richer learning environment and can support either traditional or learner-centered instructional philosophies. Computers can have a significant impact on teaching style as they empower the teacher to serve as a facilitator of learning rather than a transmitter of information. There seems to be a sequence from teaching without technology to becoming an accomplished integrator of technology into the classroom. Although instructional use and technology applications and resource applications differ according to grade level, teacher use seems to be quite similar across instructional levels. Any plan to implement computer use in the schools must feature teacher training and work to solve issues of student access to hardware and software. Although it has been demonstrated that educational technology can do the things it promises, there is still a lack of systematic implementation models. Appendixes present tables and figures illustrating the review and the focus questions that guided the review. (Contains numerous references.) (SLD)

ED 411 366 UD 031 901

Cantelon, Sharon; LeBoeuf, Donni
Keeping Young People in School: Community Programs That Work.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Programs; *Disadvantaged Youth; Dropout Programs; *Dropouts; High Risk Students; High School Students; High Schools; *Partnerships in Education; Prevention; *Urban Schools; Urban Youth

The National Center for Education Statistics reported that in 1992 approximately 4.5% of all high school students dropped out of grades 10 through 12, and 11% of all persons in the age group 16 through 24 had not completed high school and were not currently enrolled. The Communities in Schools (CIS) network is a web of local, state, and national partnerships that work together to fight the dropout problem and to bring the basics every child needs to at-risk youth. Most CIS programs take place inside traditional schools, but some are delivered through a CIS academy, a free-standing facility that is sponsored largely by an individual organization. The CIS classroom model allows students to sign up for the program as an elective class, while the academy model is organized as an alternative school. The Urban Institute conducted an evaluation of CIS from 1991 through early 1994, tracking 594 CIS enrollees and evaluating the CIS programs as they existed 5 years earlier. The evaluation found that CIS had effectively promoted its model of social service delivery and had provided leadership that led to the expansion of CIS from 26 programs in 128 school sites to 93 programs with 612 schools by the end of 1993. High proportions of CIS students remained in school or graduated. The majority of students interviewed believed that participation has helped them. Five other programs that work with high-risk students are profiled, and the National Dropout Prevention Center/Network is described. Local, state, and federal agencies, through programs like these, are making strides to keep youth in school and support them through graduation and beyond. (Contains eight references.) (SLD)

ED 411 367 UD 031 902

figures, and 315 references.) (SLD)

ED 411 385 UD 031 921

Kumar, Krishna
Social Character of Learning.
PUB DATE- 89
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Content Analysis; *Cultural Awareness; Elementary Secondary Education; Foreign Countries; Instructional Material Evaluation; *Instructional Materials; Reading Instruction; Socialization; *Student Characteristics; Teaching Methods; Values
IDENTIFIERS- Canada; India; *Symbolic Interactionism

The inner world of education is explored through the examination of different types of educational materials. Content analysis and symbolic interactionism are used to study educational and pedagogical communication. These approaches are used in four studies of educational texts. Chapter 1, "Study of Educational Texts," introduces the approach and explores socialization as it takes place through educational texts. Chapter 2, "Society in Stories," is an interactionist analysis of textbooks from India and Canada that compares the prominent symbols of social relationships in children's reading materials in these two societies. The more child-centered literature of Canada portrays a middle class society enjoying the benefits of capitalism. The Indian stories are more likely to feature the adult male as the agent, and they are linked to the traditional, rather than the prevailing, socioeconomic reality. "Learning To Be Backward," Chapter 3, considers how the learner's social background affects responses to an educational text, focusing on one tribal male secondary student in India. Chapter 4, "Image of the Illiterate Learner," considers adult education texts and the educational philosophy of Paulo Freire, and presents a case study of World Education as a major adult education agency. Chapter 5,"Third World in Televised Texts," analyzes a Canadian series on Third World development. "Texts and Values," Chapter 6, asserts that the impact of texts cannot be separated from the conditions under which they are read. It must be recognized that teaching styles have a powerful influence on how texts are presented, and how they are received. (Contains 4 figures, 12 tables, and 105 references.) (SLD)

ED 411 386 UD 031 922

Thomas, Cornell
Educational Equality and Excellence: Perceptual Barriers to the Dream. Selected Essays on Educating African American Children.
PUB DATE- 96
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Culture; Black Education; *Black Students; *Cultural Awareness; Democracy; Educational Change; Educational Improvement; Elementary Secondary Education; Minority Groups; *Racial Differences; *Teacher Attitudes; Teacher Education; Teaching Methods
IDENTIFIERS- *African Americans

from Surveying an Electronic Network of Learners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Electronic Mail; Foreign Countries; Research Design; Research Methodology; *Response Rates (Questionnaires); *Sample Size; Sampling; *Surveys; *Teachers; Teamwork
IDENTIFIERS- *Listserv Discussion Groups

An electronic survey of a listserv discussion group, the Interdisciplinary Teamed Instruction (ITI) group, was conducted to learn more about the group and to explore surveying electronically. A 10-question survey was posted electronically, as were respondents' replies. Three reminders were posted over the 3-week reply period. The number of subscribers was estimated at 250 in the United States and 6 foreign countries. Twenty-three completed surveys were returned in the first 24 hours, and only 26 more were completed in the next 3 weeks, for a final response rate of 23.6%. Results suggest that the listserv is an active community of learners. They also demonstrate that defining the real population becomes a technological problem. If one were to hypothesize that an active electronic community would respond better than other groups to a survey, these results would not support the hypothesis, although respondents to the initial effort provided very rapid responses. The major implications of the research approach are: (1) to calculate an accurate response rate, it is crucial to determine the exact number of listserv subscribers before first posting the survey; and (2) more efforts should be put into an electronic survey before its first posting, such as announcements. The survey text is attached. (Contains 11 references.) (Author/SLD)

ED 411 293 TM 027 301

Barton, Paul E.
Employers and Student Achievement.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Career Education; *Education Work Relationship; Educational Change; Experiential Learning; *High School Graduates; High School Students; High Schools; Partnerships in Education; *School Business Relationship; Teacher Education; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Employer Role

Employers have played an important role in the education reform movements of the 1980s and 1990s; they have been vocal about the education deficiencies of the people they interview. They have focused on what the schools can do to improve education, but there are things that employers can do. The first thing is to make achievement matter by taking the applicant's high school record into account. Employers can also work with the schools to enhance the achievement of young people they employ

ED 411 311 TM 027 370

Levin, Henry M.
An Economist's View of Educational Standards.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Costs; *Economic Factors; Education Work Relationship; Educational Attainment; Educational Improvement; Elementary Secondary Education; Equal Opportunities (Jobs); Performance Factors; *Predictive Validity; *Productivity; *Standards

Much of the contention for establishing national educational standards rests on the assumption that such standards are required for a productive labor force and for economic productivity. However, this assumption has not been subjected to rigorous economic analysis. This paper briefly examines the evidence that does exist that links existing and projected educational standards and economic productivity. By educational standards, the discussion refers to specific knowledge or analytical requirements expected of students at each level of the educational system. In this spirit, the paper addresses what is known about the predictive validity of test score performance for worker productivity. It also asks about the impact of the "new standards" on economic outcomes. It is concluded that present evidence on the link between educational standards and worker productivity is extremely weak relative to the assertions made on the connection. In addition, given the low predictive validities of available measures, there is a potential for reducing national economic efficiency and fairness in employment selection, the very opposite of what reformers intended. (Contains 23 references.) (SLD)

ED 411 312 TM 027 372

Parkes, Jay
Performance Assessment and Student Motivation: Questioning Construct Relevant Variance.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; Correlation; *High School Students; High Schools; *Knowledge Level; Objective Tests; *Performance Based Assessment; Spanish; Student Attitudes; *Student Motivation
IDENTIFIERS- *Control of Outcomes; *Variance (Statistical)

Whether performance assessments can be claimed to be more inclusive than traditional assessments was studied in an investigation of whether a student's perceptions of control can be detected in a performance assessment score. It was hypothesized that students' perceptions of control would show no effect on their scores on an objective test of knowledge but

Elementary Secondary Education; Estimation (Mathematics); Family (Sociological Unit); National Surveys; Participation; *Secondary School Students; Telephone Surveys; *User Needs (Information); *Youth
IDENTIFIERS- Civic Values; Data Files; National Center for Education Statistics; *National Household Education Survey; Weighting (Statistical)

The 1996 National Household Education Survey (NHES:96) was a random digit dial telephone survey of households developed by the National Center for Education Statistics and conducted by Westat, Inc. The 1996 NHES included two topical survey components: Parent and Family Involvement in Education and Civic Involvement. This manual provides documentation and guidance for users of the public release data file for the Youth Civic Involvement (CI) component of the 1996 NHES. Students in grades 6 though 12 responded to these CI items. The volume contains a description of the Youth CI data file and a discussion of data considerations and anomalies. This volume is meant to be read in conjunction with the "NHES:96 Data File User's Manual, Volume I," which contains more information about the entire study, its design, and implementation. The Youth CI data file contains data from all completed Youth CI interviews. Since there are 3 records for each youth interview, the file contains 24,129 records for the 8,043 cases. The file is organized so that logically related sets of variables are grouped together. Data files are listed as follows: (1) system variables; (2) household membership variables; (3) questionnaire item variables; (4) household characteristics variables; (5) derived variables; (6) weighting and variance estimation variables; and (7) imputation flag variables. Four appendixes contain the public file layout, the Statistical Analysis System code for creating derived variables, the codebook for the Youth CI file, and directions and sample codes for linking NHES:96 data files. (SLD)

ED 411 330 UD 031 356

Tucker, Allyson M., Comp.; Lauber, William F., Comp.
School Choice Programs. What's Happening in the States.
PUB DATE- 95
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; Educational Change; *Educational Vouchers; Elementary Secondary Education; Federal Legislation; *Free Choice Transfer Programs; Grants; *Private Sector; Program Development; *School Choice; State Legislation; *State Programs

School choice advocates made many advances in 1994, and many states seem ready to pass school choice legislation in 1995. This report describes the state of school choice efforts in the individual states. School choice advocates look for action by the Federal Government as Congress discusses ways to help states implement choice, whether by vouchers, block grants, or other approaches. In 1994 there were increased numbers of privately sponsored school choice programs funded by corporations, individuals, and charitable organizations. Analysis of the reports from individual states yields information about school choice. Of the 44 state legislatures that met in 1994, some sort of school choice legislation was introduced or pending in 25 states. Forty state governors have indicated their support for school choice, and at least 41

Sandefur, Gary D.; Wells, Thomas
Trends in AFDC Participation Rates: The Implications for Welfare Reform. CDE Working Paper No. 97-08.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; *Employment Patterns; Federal Government; *Federal Legislation; Low Income Groups; *One Parent Family; *Participation; Racial Differences; Sex Differences; Trend Analysis; *Unemployment; Welfare Recipients; Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; *Welfare Reform

Congress justified the recent reform of federal welfare policy in part by citing the increase in the Aid to Families with Dependent Children (AFDC) caseload since the late 1960s. The caseload, i.e., the number of families using AFDC, is determined by the number of families eligible to participate and by the proportion of these families who use the program. Yet the debate over reforming welfare rarely paid attention to the latter, ignoring the participation rates among female heads of families. While the number of cases changed little during the early to mid-1980s, the percentage of families with single female heads who used AFDC declined. During the late 1980s and early 1990s, both caseloads and participation rates increased. This paper documents the changes in participation rates since the mid-1980s, racial and ethnic differences in participation rates, and factors that might be associated with these changes. Several sources of data, including the Current Population Reports from the Bureau of the Census, are used. The only major trend that consistently parallels the changes in participation rates is the trend in unemployment. Existing data do not permit the conclusion that unemployment is the major determinant of participation rates. If unemployment were to drive participation rates, however, the recent changes in welfare legislation may create serious problems for many female heads of families in periods of high unemployment. (Contains 5 tables and 16 references.) (SLD)

ED 411 348 UD 031 880

Sandefur, Gary D.; Cook, Steven T.
Duration of Public Assistance Receipt: Is Welfare a Trap?
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged Youth; *Educational Attainment; Federal Government; Federal Legislation; Low Income Groups; National Surveys; *Urban Problems; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; *National Longitudinal Survey of Youth; Welfare Reform

This paper uses data from the National Longitudinal Survey of Youth to answer two questions about the effects of the Aid to Families with Dependent Children (AFDC) program: (1) Does the

Title V Incentive Grants for Local Delinquency Prevention Programs. Juvenile Justice and Delinquency Prevention Act of 1974, as Amended in 1992 (PL 93-415; 42 U.S.C. 5601 Et SEQ.). 1996 Report to Congress. Program Report.
PUB DATE- 97
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Delinquency; *Disadvantaged Youth; Federal Aid; Federal Legislation; Grants; *High Risk Students; Incentives; *Prevention; Secondary Education; Trend Analysis; Urban Schools; Urban Youth; Youth Programs

In the 1992 amendments to the Juvenile Justice and Delinquency Prevention Act, Congress established incentive grants for local delinquency prevention programs, know as the Community Prevention Grants Program. This report is the third annual report on this program, which provides the framework, tools, and funding for communities to help divert at-risk youth from crime toward positive growth and development. The 1996 report begins with a review of current trends in juvenile justice and the role the Community Prevention Grants Program plays in the prevention and control of juvenile problem behaviors. The need for a balanced juvenile crime reduction strategy is described, and an overview of the grants program is given. The next chapter describes local implementation of the program, some early outcomes, and planned efforts for more intense evaluation of the program. Examples of successful local programs, most of which function in urban areas, are provided. The third chapter discusses how state and local governments have supported implementation of the community programs. The final chapter reviews the need for prevention programs and the characteristics of successful programs. An appendix summarizes risk factors for unhealthy adolescent behavior. (Contains 6 exhibits and 80 references.) (SLD)

ED 411 368 UD 031 903

Hanford, Seth
An Examination of Specialized Schools as Agents of Educational Change.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Competitive Selection; *Educational Change; Equal Education; High Schools; Magnet Schools; *Mathematics Instruction; Minority Groups; Models; School Role; Teacher Expectations of Students; *Technology Education; *Urban Schools
IDENTIFIERS- New York City Board of Education; *Specialist Schools

One suggestion for educational improvement is the implementation of specialized schools that offer specific training with a focus. New York and a number of other cities have turned to this choice to offer specialized schools of mathematics and technology. The movement is coordinated on a national level by the National Consortium of Specialized Secondary Schools of Mathematics, Science, and Technology (NCMSSST). This paper describes the NCMSSST as an organization, and the considers Stuyvesant High School, New York City, as a case study of this type of school. The NCMSSST consists of 15 schools at present. Stuyvesant, established in 1904 as a manual training school for boys, is a founding member of this group. It grew into a highly

Essays in this collection explore the education of African American children. More attention is required to the ways African American children are taught. The ways teachers teach profoundly affect the ways students perceive what is being taught. These perceptions have an impact on students' internal motivations for accepting and learning new information. The basis for teaching methods lies in what educators think about African American students. The primary goal of these essays is to bring attention to the need for preparation activities that help teachers and future teachers widen their perspectives concerning what is valuable, who is of value, and how to help others see their value to themselves, society, and the world. Schools should support the premise of a tiered democratic society focused on a free enterprise agenda. The processes of teaching and learning, it is argued, must support the existing social construct. The following chapters expand on these themes: (1) "Teachers as Leaders"; (2) "Stories and How They Make Us Think"; (3) "Racial Difference as a Continuing Rationale for Oppression"; (4) "The Impact of Culture on Education"; and (5) "So What Do We Do Now?" The relationships between teachers and students are the most important parts of any plan for school success. To help young people become productive citizens, teachers must become reflective practitioners who learn to build bridges between the lives and past knowledge of their students and their learning and futures. (Contains 78 references.) (SLD)

ED 411 387 UD 031 923

Hanford, Seth; Houck, Jay; Iler, Edith; Morgan, Pam
Public and Private School Collaborations: Educational Bridges into the 21st Century.
PUB DATE- 97
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Cooperation; *Educational Change; Elementary Secondary Education; Financial Support; Information Dissemination; Instructional Leadership; Internet; *Partnerships in Education; *Private Schools; *Program Effectiveness; *Public Schools; Urban Education; Urban Youth

Public and private school collaboration is one approach to educational reform that may be working in many schools across the country. The Forum for Public and Private Collaboration is committed to publicizing successful collaborative efforts while providing an outlet for educators involved in collaboration to share ideas and receive help. The 1996-97 research team for the Forum has concentrated on these goals. Goals of the Forum were promoted through the establishment of a Web site as a step toward developing and disseminating a theoretical basis for discussions of collaboration. A survey of collaborative programs resulted in preparation of case studies. Case studies are presented of collaborative efforts at Peninsula Bridge (California), ASCENT (a summer outreach program in Tennessee), and Summit School and South Park High School, Winston Salem (North Carolina), and of two discontinued collaborative efforts. A review of these studies leads to the conclusion that six characteristics are crucial to successful collaboration: (1) mission; (2) real activity; (3) funding and resources; (4) open boundaries; (5) assessment; and (6) leadership. While these do not seem to occur in any particular order of importance, they all need to be present at some level for on a part-time basis as they go through school. Employers can promote experience-based education and strengthen the relationship between work and education. Teachers need to understand the needs of business and the skills their students need, and employers can educate teachers in these areas. Teachers need to see and experience the workings of business first hand. Businesses can also support programs that help students choose and plan for careers. Employers are in a position to take a lead role in promoting educational reform that will bring them employees with the skills they need. (Contains four figures.) (SLD)

ED 411 294 TM 027 307

Gray, William M.; Fox, Christine M.
Rasch Scaling of Different Forms of Thought and Different Logical Operations.
PUB DATE- 97
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *College Students; Developmental Stages; Higher Education; Item Response Theory; *Logical Thinking; *Piagetian Theory; *Scaling; Test Items; *Thinking Skills
IDENTIFIERS- Partial Credit Model; *Rasch Model

Twenty-four Piagetian-based written items representing different forms (stages) of thought and different logical operations were solved by 553 participants from required introductory logic classes in a state university in a medium-sized midwestern city and from a suburban school district of that city. Responses to each item were scored by quality of thought demonstrated by the participants according to guidelines provided by B. Inhelder and J. Piaget in various sources. A partial credit Rasch analysis produced an item ordering that was theoretically supportable. Comparison of the item ordering from this study with the item ordering from a different study supported the view that Piagetian-based tasks can be scaled with sample independence and Rasch analysis can produce sample independent scales. (Contains 3 tables, 6 figures, and 76 references.) (Author/SLD)

ED 411 295 TM 027 309

Nonpublic School Enrollment, State of Maryland.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Counties; *Elementary Secondary Education; *Enrollment; *High School Graduates; Private Education; *Private Schools; State Surveys; Tables (Data)
IDENTIFIERS- *Maryland

Every year the Maryland State Department of Education summarizes the enrollment and staff counts for nonpublic schools in the State using data from surveys sent to nonpublic schools in August. In 1996, the survey achieved a response rate of 94.5%. In 1996, 1,105 nonpublic schools, of which 166 were Catholic, that they would produce unique variance beyond the knowledge test in the scores on a performance assessment. Seventy-seven 9th graders taking Spanish participated in the study. Perceived control was measured by a scale constructed by J. P. Connell (1985). Students took an objective test and a performance assessment that involved a brief composition in Spanish. Results of a correlation analysis show that the Internal Control scale is significantly though weakly correlated to the performance assessment score. The objective test score is also significantly related to the performance assessment score, although not at the expected level. All study results coincide with the theoretical relationships hypothesized. In this example, the objective test tapped the verb forms and vocabulary students knew, while the performance assessment evaluated what they could use. The question is what the assessor really wants to find out. An appendix presents the performance assessment task. (Contains 1 table and 12 references.) (SLD)

ED 411 313 TM 027 374

Hill, Flo H.; Lofton, Glenda G.; Newman, Glenda
Professional Portfolios: A Catalyst for a Collaborative Work Culture.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Elementary Education; *Elementary School Teachers; *Portfolio Assessment; Portfolios (Background Materials); *Professional Development; *School Culture; *Teacher Evaluation
IDENTIFIERS- *Louisiana

In 1993-94, Louisiana began implementation of a new personnel evaluation plan that emphasized professional development. A decision was made to explore the use of a professional portfolio for each certified employee of the school system of Livingston Parish. The portfolio process was implemented in all the district's schools, but this report focuses on a qualitative 2-year examination of its implementation in one rural elementary school (grades 3-5) with 23 teachers. It was evident that these teachers' portfolios could be classified along a continuum of meaningful experiences ranging from a scrapbook product to a more reflective process piece. It was apparent that it was the quality of the activity and not the quantity of activities that enhanced the process of instructional supervision. For the portfolio to be a useful tool, the focus needed to be on selection rather than collection. Assessment of the items included in the portfolio promoted discussion and professional growth rather than simply credentialism. The more process-oriented the portfolios, the greater the collaboration and collegiality among individuals. In addition, the more involved the faculty became in developing individual portfolios, the more value was placed on the collaborative culture of the school. Two appendixes contain the teacher self-evaluation form and the professional growth evaluation form from the teacher assessment. (Contains 11 references.) (SLD)

ED 411 314 TM 027 375

states have significant policy groups or grassroots coalitions working for school choice. Ten states have implemented charter school legislation, and many other states are deliberating about charter schools. Several thousand students attended the school of their choice under 1 of 16 privately sponsored voucher programs in 1994. Each state summary includes a statement about the position of the governor. A glossary of choice terms and a chart of comparative information are included. (SLD)

ED 411 331 UD 031 862

Is Youth Violence Just Another Fact of Life? Some Kids Resilient; Some Kids at Risk. Clarifying the Debate: Psychology Exmaines the Issues.
PUB DATE- 96
NOTE- 13p.; A joint project of the APA Office of Public Communications and the Office of Public Policy.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Aggression; *Early Intervention; Elementary Secondary Education; Family Influence; High Risk Students; Prevention; Program Development; *Resilience (Personality); Role Models; *School Safety; Self Esteem; Urban Schools; Victims of Crime; *Violence

Psychological research has demonstrated that violence is learned, and it has identified some factors that put children at risk of perpetrating or being victimized by violence. Because aggression is often learned at an early age, prevention programs that start early in childhood and continue throughout adolescence have the best chance for success. Some children demonstrate resilience, almost from birth, that protects them from becoming violent or that makes them less vulnerable to the effects of violence. Psychological research suggests that resilience can be cultivated by early experiences that counter the negative effects of violence. These experiences, which include positive role models and events that develop self-esteem and hope for the future, promote a sense that one is in control of one's own life and can cope with whatever may happen. Research has indicated that exposure to televised violence is one of the significant causes of violence in our society. Exposure through television is but one of the ways violence is taught, but in any case, the process by which violence is taught is circular, beginning with the family and coming home to the next generation. Youth violence prevention programs must start early, educate parents and other caregivers, consider the spectrum of antisocial behavior, and include numerous components of the child's environment. (Contains 14 references.) (SLD)

ED 411 332 UD 031 863

Kratzer, Cindy C.
Community and Diversity in an Urban School: Co-existence or Conflict?
SPONS. AGENCY- California Univ., Los Angeles. Graduate School of Education
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

length of time that one receives AFDC affect the likelihood of permanently leaving AFDC?; (2) What personal and family characteristics are associated with long-term receipt of AFDC? The answer to the first question is that the likelihood of permanently leaving AFDC decreases with the length of time that individuals receive benefits, after adjustments for other measured and unmeasured attributes of individuals and their families. The answer to the second question is that not having a high school diploma, never having married, having more than two children, and having little work experience are associated with long-term receipt. Many of the recipients who will reach the 5-year limit imposed by the new federal legislation are in situations that make it difficult for them to support themselves and their families without public assistance. (Contains 6 tables and 27 references.) (Author/SLD)

ED 411 349 UD 031 881

Index of Hispanic Economic Indicators.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; *Disadvantaged Youth; Economic Factors; *Educational Attainment; *Hispanic Americans; Immigrants; *Income; Labor Force; Low Income Groups; Minority Groups; *Poverty; Urban Problems
IDENTIFIERS- *Economic Indicators; *Latinos

One in 10 Americans is of Hispanic origin, and Census projections show that in about 10 years, Hispanics will constitute the largest minority group in the United States and, by 2035, 1 in 5 Americans will be Hispanic. This survey of leading and lagging indicators of economic well-being shows that on several measures, Hispanics have demonstrated economic stability and even some upward mobility. Latino men are more likely than any other group to be working or looking for work, and Hispanic women have increased their participation in the work force over the last decade. In the past 5 years, both the number of Hispanic-owned businesses and the total dollars spent by Latinos in the economy have increased significantly. At the other end of the economic spectrum, a substantial proportion of Latino families face serious economic challenges. Hispanics have the lowest levels of educational attainment of all Americans, and in 1995, Latinos were the only group to experience a 5.1% drop in median income. Household income among Hispanics is currently only about two-thirds that of White household income. Hispanics are the poorest of all the racial and ethnic population groups in the United States, and the largest share of the increase in poverty among Hispanics has been for two-parent households. Another concern is that the proportion of Hispanics who have no health insurance is substantial. This is, in part, explained by the fact that Hispanic workers tend to be in low-wage, low-growth jobs, and consequently are especially likely to spend a large share of their income on rent. The typically low socioeconomic status of Latino immigrants affects the overall profile of Hispanics, but it does not fully account for these striking disparities, since the majority of Hispanics are not immigrants. (Contains 21 references.) (SLD)

ED 411 350 UD 031 882

Gyamfi, Phyllis; O'Connor, Lisa

regarded academic institution and became coeducational in 1969. Admission is very competitive. Of the 11,000 students who indicated in 1996 that Stuyvesant was the specialized school they would like to attend, only 700 were admitted. About half the students are Asian, with 40% White, and only 10% either African American or Hispanic. However, 15% of each incoming class is admitted on the basis of diversity rather than test scores. Those who are admitted have a proven record of academic success and lifetime achievement, as both curriculum and teacher expectations support high achievement. The school adds much to New York City, offering an option for excellent students of all socioeconomic backgrounds. While there are some disadvantages, as discussed, and the school is open to some charges of privilege, it can serve as a model of excellence in public education and an example to other urban schools. Eight interviews and two Web sites are cited. Contains an annotated bibliography of 40 entries. (SLD)

ED 411 369   UD 031 904

Minority Affairs Department Resource Guide.
PUB DATE- 97
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- American Indians; Black Students; Educational Attainment; Elementary Secondary Education; Higher Education; Hispanic Americans; Legislators; *Minority Groups; Participation; *Resources; Scholarships; *Science Education; Sciences; Student Financial Aid; Student Recruitment; *Technology Education
IDENTIFIERS- African Americans; *American Chemical Society; Native Americans

The American Chemical Society (ACS), founded in 1876, is a not-for-profit organization that is recognized as a world leader in fostering scientific education and research and promoting public understanding of science. The ACS Committee on Minority Affairs has a mission to develop and implement programs to support minority involvement in the sciences. The ACS also sponsors a minority scholarship program and maintains a network of information for those interested in minority programs and activities. This network includes Internet information and a number of other resources listed in this guide, many of which are of interest to educators and students. The guide provides information or resources that will provide information in the following sections: (1) the ACS Home Page; (2) Minority Affairs Main Page; (3) ACS Committee on Minority Affairs; (4) the Minority Affairs Program; (5) ACS Scholars Program; (6) Minority Affairs Resource Information Home Page; (7) Historically Black Colleges and Universities (listing); (8) Tribally Controlled Colleges (listing); (9) Colleges and Universities with Predominantly Hispanic Populations (listing); (10) Organizations with Minority Affairs Programs in Science, A-M; (11) Organizations with Minority Affairs Programs in Science, N-Z; (12) Upcoming Conferences of Minority Advocacy Organizations; (13) Financial Aid Resources for Underrepresented Minorities in General; (14) Financial Aid Resources Specifically for African Americans; (15) Financial Aid Resources Specifically for Hispanic Americans; (16) Financial Aid Resources Specifically for Native Americans; (17) African American Members of the 105th United States Congress; (18) Hispanic Members of the 105th United States Congress; and (19) Native American Members of the 105th United States enrolled students in Maryland. Of the state's 165,690 nonpublic school students, most (116,705) were in the elementary grades. There were 48,985 students in nonpublic secondary schools, and 5,976 graduates of nonpublic high schools. Catholic schools enrolled 59,534 students and graduated 3,171 from high school. The following tables provide data for the state as a whole and for each county: (1) Nonpublic School Enrollment and Graduates; (2) Catholic School Enrollment and Graduates; (3) Non-Catholic School Enrollment and Graduates; (4) Nonpublic School Enrollment by Grade; (5) Catholic School Enrollment by Grade; (6) Non-Catholic School Enrollment by Grade; (7) Nonpublic School Enrollment: September 30, 1987 through September 30, 1996; (8) Graduates of Nonpublic Schools: June 1987 through June 1996; (9) Number of Nonpublic Schools; (10) Number of Catholic Schools; and (11) Number of Non-Catholic Schools. (SLD)

ED 411 296 TM 027 310

Ruthven, Kenneth
Beyond Common Sense: Reconceptualizing National Curriculum Assessment.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *British National Curriculum; Curriculum Development; *Educational Assessment; Educational Research; Elementary Secondary Education; Foreign Countries; *Learning; *Mathematics; Scaling; Student Evaluation; Tables (Data); *Test Construction
IDENTIFIERS- *England; Wales

This article examines the implications of the shift, in England and Wales, from the previous National Curriculum assessment model based on the assessment of performance in relation to statements of attainment, to a model based on level descriptions founded on the recommendations of R. Dearing (1994). Both models reflect a common sense view that learning is marked by the stepwise acquisition of curricular objectives, but two key shifts in conceptualization have taken place. One is the move from a focus on actual performance on individual objectives to idealized performance on complexes of objectives, and the other is from a concept of hierarchical progression to one of cumulative progression. This article highlights some of the central weaknesses of the common sense view, in both its original and reviewed versions, by reference to the findings of research on mathematics. Neither model takes sufficient account of the extent to which development and learning in mathematics involve progressive, but uneven, consolidation, coordination, and reorganization of knowledge, with stability of performance achieved only at the end of this process. A more fruitful, but controversial, way to move forward would be to conceptualize a pupil's learning as taking place in a development band, in which concepts are still being refined. The creation of such a system would demand the improved definition of attainment targets and scaling within them and the development of complementary regular and standard assessments. Reliance on politically expedient short tests is unlikely to prove either trustworthy or informative. (Contains 10 tables and 47 references.) (Author/SLD)

ED 411 297 TM 027 312

Solano-Flores, Guillermo; Shavelson, Richard J.; Ruiz-Primo, Maria Araceli; Schults, Susan Elise; Wiley, Edward W.; Brown, Janet H.
On the Development and Scoring of Classification and Observation Science Performance Assessments.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Elementary School Students; Grade 5; Intermediate Grades; Interrater Reliability; *Observation; *Performance Based Assessment; Problem Solving; Science Tests; *Scoring; *Test Construction

In a project on the development of performance assessments in science, researchers have developed four types of assessment: comparative, component identification, classification, and observation. They have noted that assessments belonging to the same type of task can be scored for the same performance properties. This paper reports on the relationship between the characteristics of the task and the characteristics of the scoring system for assessments involving classification and observation. The development of two such tasks, a classification task called "Sink and Float" and an observation task called "Daytime Astronomy," is described. Scoring systems are also described. Sink and Float asks students to identify weight and size as dimensions critical to sinking and floating, while Daytime Astronomy asks students to project shadows in a box with a flashlight and solve location problems through the "sun" shadows. Sink and Float was tested with 2 5th-grade classes (32 students) who were rated by 2 raters. Daytime Astronomy was piloted with 3 5th-grade classes (58 students). There were reasonably high interrater reliabilities for both assessments, and the problems presented in each assessment distinguished different types of knowledge with the domain addressed by the assessment. Results suggest that observation assessments in particular address a very elusive kind of knowledge. Additional study is needed before these assessments are ready for general use. (Contains 6 tables and 18 references.) (SLD)

ED 411 315 TM 027 381

Poggio, John P.; Glasnapp, Douglas R.; Green, Sam B.; Tollefson, Nona
Conducting Licensure Validity Studies: The Need To Broaden the Evidentiary Base.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Construct Validity; *Content Validity; Higher Education; *Licensing Examinations (Professions); *Teacher Certification; *Test Results; *Undergraduate Students
IDENTIFIERS- ACT Assessment; Collegiate Assessment of Academic

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Community Development; Cultural Differences; *Cultural Pluralism; Disadvantaged Youth; *Diversity (Student); Elementary Education; Hispanic Americans; *Neighborhood Schools; *Parent Participation; Public Schools; *Urban Schools; Year Round Schools
IDENTIFIERS- Hispanic American Students; *Los Angeles Unified School District CA; Respect

How one public school used its diversity to foster community, while protecting itself from exclusivity, was studied. This study challenges the assumption that a community-like ethos is impossible in an urban neighborhood public school that has no special admissions requirements. Case study methodology, with almost 250 hours of observation of classes, school activities, faculty meetings, governance council meetings and parent meetings, and semistructured interviews provided a portrait of Jackson Elementary School, part of the Los Angeles (California) Unified School District. In the fall of 1995, at the time of the study, the population of the school was 92.6% Hispanic, and over 95% of the students qualified for free or reduced-price meals. The school operated on a year-round schedule, as it had for more than 15 years. The 1,170 students and 42 teachers were divided into 3 tracks, each of which attended school for 2 months and was off for 1 month. Experiences at Jackson School provide evidence that community and diversity need not be in conflict. At Jackson, the individual was valued and divergent opinions were protected so that people felt less need to defend entrenched positions and more willingness to share. Through the celebration of cultures and the recognition of a plurality of voices, the school used its diversity to help strengthen community. School members were protected from losing their individual identities because of their strong commitment to care for one another and their mutual respect and trust. The freedom that teachers had to teach in the ways they felt best was grounded in the trust that faculty, staff, and parents had for each other. The negative characteristics of community, such as exclusivity or intolerance, were counteracted by trust and respect and the celebration of diversity. (Contains 42 references.) (SLD)

ED 411 333 UD 031 864

Randolph, Adah Ward
Champion Avenue School: A Historical Analysis.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Education; *Black Students; Context Effect; *Educational Environment; Educational History; Elementary Secondary Education; *Instructional Leadership; *Political Influences; Principals; Racial Segregation; School Role; *School Segregation; Teacher Role; *Urban Schools; Urban Youth
IDENTIFIERS- African Americans; *Columbus Public Schools OH

A historical and qualitative analysis of a northern urban de facto segregated school is presented that explains the unique factors of the school's history that led to the maintenance of the school today. The focus is on the school's context, its historical and present-day leadership, and its past and present

Racial Socialization and Girls' Adjustment: How Mothers Promote
Healthy Development.
PUB DATE- 97
NOTE- 20p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (April 6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; *Child Development; Elementary Education; Elementary School Students; *Females; *Mothers; Personality Traits; Poverty; Racial Differences; *Racial Identification; Social Support Groups; *Socialization; Socioeconomic Status
IDENTIFIERS- African Americans

This study identified the associations between maternal racial socialization practices and child developmental outcomes by examining the effect of poverty, maternal temperament, positive affect, and social support on socialization. The sample included 51 8- and 9-year-old African American girls of various socioeconomic levels from the Girls' Health and Development Project--a longitudinal investigation of girls; social, emotional, and physical development during middle childhood. Findings suggested that poorer mothers engaged in socialization practices less often than mothers with higher incomes. Mothers' temperament and social support were also highly predictive of mothers' engagement in racial socialization. Findings also reveal that maternal socialization is highly predictive of girls' developmental outcomes. Engaging in racial socialization may be a way African American mothers can promote healthy development in their children. (Contains two tables, three figures, and nine references.) (SLD)

ED 411 351 UD 031 883

Smith, Vernon G.
Self-Esteem and Urban Education.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Disadvantaged Youth; Elementary Secondary Education; *High Risk Students; Literature Reviews; Minority Groups; Racial Discrimination; *Self Esteem; *Social Influences; Teacher Attitudes; *Urban Youth

This qualitative work analyzes selected major literature on self-esteem from the standpoint of urban youth education. It defines and describes elements of self-esteem, and links self-esteem to self-worth, learners' social environmental cues, teacher attitudes, and other variables. At-risk youth carry the additional burden of internalizing disapproval based on behavior associated with race and poverty. Stressing the importance of self-esteem of minorities to academic achievement, this work suggests specific classroom strategies for building positive self-esteem in at-risk students. To improve the self-esteem of students, teachers must first consider their own self-esteem, because teachers with high self-esteem are more effective teachers. The teacher who is committed to enhancing self-esteem must develop a classroom environment that promotes self-esteem in an atmosphere of positive social values. Strategies that enhance cooperation and social responsibility also build the self-esteem of urban minority students. Research supports the contention that the academic achievement of minority students can be increased

Congress. (SLD)

ED 411 370 UD 031 905

Wang, M. C.; Haertel, G. D.; Walberg, H. J.
The Effectiveness of Collaborative School-Linked Services. #93-5e.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 93
NOTE- 29p.; For related document, see ED 399 314.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; At Risk Persons; Children; *Community Programs; Cooperative Planning; Databases; *Delivery Systems; Dropout Programs; Early Parenthood; Elementary Secondary Education; Health; *Parent Participation; Program Effectiveness; *Shared Resources and Services
IDENTIFIERS- *School Based Services

Across the United States, innovative school-linked health and human service programs are being implemented to provide assistance to children and youth in high-risk contexts. The programs have sometimes been hampered by limited resources and isolation from other service providers. The development of collaborative programs promises to overcome some of these problems. This paper is a first attempt to establish an empirical database that documents the relative effects of collaborative school-linked services for children and their families. Three features that have been identified for collaborative programs are: joint development of an agreement on common goals and objectives; shared responsibility for the attainment of goals; and shared work to attain goals using the collaborators' expertise. There is no single model for collaborative school-linked services; programs should emerge from the needs of the populations they serve. The report summarizes evidence from 44 sources that describes collaborative school-linked programs. These studies are grouped into the six program areas of: (1) parent education and school readiness; (2) pregnancy prevention and parenting; (3) dropout prevention; (4) chemical dependency abuse and prevention; (5) integrated services; and (6) parent involvement. A review of these programs indicates that the complexities of the problems of at-risk children defy simple solutions, and that resources must be gathered from the community to address them. Empirical results from collaborative school programs are positive, but must be regarded cautiously until further evaluations are completed. (Contains 1 table and 31 references.) (SLD)

ED 411 371 UD 031 906

Constructing the New York Area Hispanic Mosaic: A Demographic Portrait of Colombians and Dominicans in New York.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 97
NOTE- 44p.; For related document, see UD 031 907. Support also received from the John Randolph Haynes and Dora Haynes Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; *Dominicans; Economic Factors; *Educational Attainment; Elementary Secondary Education; *Hispanic Americans; Immigrants; *Immigration; Labor Force; *Socioeconomic Status; Tables (Data); Urban Areas; Urban Youth

Patsula, Liane N.; Steffen, Mandred
Maintaining Item and Test Security in a CAT Environment: A Simulation Study. Laboratory of Psychometric and Evaluative Research Report No. 309.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Item Banks; *Multiple Choice Tests; Probability; Simulation; Test Construction; Test Items
IDENTIFIERS- *Test Security

One challenge associated with computerized adaptive testing (CAT) is the maintenance of test and item security while allowing for daily testing. An alternative to continually creating new pools containing an independent set of items would be to consider each CAT pool as a sample of items from a larger collection (referred to as a VAT) rather than as a permanent collection of items. This research investigated the viability of creating overlapping CAT pools from a static VAT by sampling items with replacement. The VAT used in this simulation consisted of approximately 5,000 precalibrated verbal multiple-choice items. Item pools were created, and simulations were performed to configure each of these item collections into CAT pools and to estimate the proportion of examinees at each of 13 ability levels that were expected to see each item. Probabilities of administration were computed for each item and different numbers of examinees and item pools were simulated. As the number of pools increased, their quality decreased, and the proportion of items reaching the retirement threshold for test items decreased. As more pools were created, the potential for control increased. Results support the use of a VAT system as a way of drawing a compromise between test quality and test security. (Contains five figures, six tables, and five references.) (SLD)

ED 411 298 TM 027 316

Middleton, Michael; Midgley, Carol
Avoiding the Demonstration of Lack of Ability: An Under-Explored Aspect of Goal Theory.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, NY.
PUB DATE- 97
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Academic Achievement; Elementary School Students; Factor Analysis; Goal Orientation; Grade 6; Help Seeking; Intermediate Grades; *Motivation; Outcomes of Education; Performance Factors; Regression (Statistics); *Self Concept
IDENTIFIERS- Approach Avoidance Conflict; *Avoidance Behavior; *Goal Theory; Self Regulated Learning

Theorists have traditionally described motivation in terms of approach and avoidance tendencies. In contrast, goal orientation research has focused primarily on two approach

Proficiency; *Empirical Research; Pre Professional Skills Tests
Findings are reported from a series of comprehensive and detailed empirical investigations that evaluated four different teacher certification paper-and-pencil tests through a typical content validation method and from three distinct and independent empirical validation studies of these devices. These latter studies can be understood as providing construct-related evidence of validity. The four test batteries studied were: (1) the enhanced ACT Assessment; (2) the Collegiate Assessment of Academic Skills; (3) the Pre-Professional Skills Test; and (4) the state's locally developed comprehensive basic skills instruments. Three groups of participants provided data for the different types of studies conducted: 1,190 undergraduates, higher education faculty and administrators, and educators for kindergarten through grade 12. Content-related validity reviews were conducted by higher education faculty, and empirical studies involved test results from undergraduate students. Using both types of studies provided the opportunity of evaluating the appropriateness of sole reliance on the single, almost commonplace, content validation approach. These findings indicate that reliance on the content validation studies would have resulted in different recommendations than those that emerged from the broad-based empirical studies. (Contains four tables and four references.) (SLD)

ED 411 316 TM 027 382

Page, Ellis B.; Poggio, John P.; Keith, Timothy Z.
Computer Analysis of Student Essays: Finding Trait Differences in Student Profile.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; Elementary Secondary Education; *Essays; Evaluators; *Holistic Evaluation; *Scoring; Test Results; Test Use; Writing (Composition)
IDENTIFIERS- *Residuals (Statistics)
Most human gradings of essays are holistic, or "overall." Therefore, Project Essay Grade (PEG), an attempt to develop computerized grading of essays, has concentrated most of its research on overall grading. It has successfully simulated human judges. However, since computer grading is less expensive than human grading, PEG has also explored the grading of traits within the essay (content, organization, style, mechanics, and creativity). PEG has found it possible to simulate multiple judges in grading such traits, but to make practical use of trait scores, it is important to discover how the traits vary within the students. In this study, 8 judges rated 495 essays on the 5 focal traits and the overall quality. Taking the holistic score as the overall essay value, researchers then studied the residuals of each trait from the holistic. These residuals turned out to be strikingly predictable. Using these traits and multiple judges, PEG programs may apparently supply diagnostic ratings together with the holistic scores. These may serve for the information of individual students and for use by teachers, school leaders, and test researchers. (Contains 4 tables and 18 references.) (Author/SLD)

ED 411 317 TM 027 383

teachers. In considering the school's urban context, the most important factor is the political process. The Champion Avenue School, Columbus, Ohio, was built and made into an all-black school because it was in the heart of a growing African American community, and not because it was legally defined as an all-black school. The racial segregation at Champion was de facto, but it accomplished the purposes of placing black students and black teachers together. Leadership, in the persons of the school's early principals, made it a significant force in its impoverished community. Profiles of the school's principals from its founding in 1910 through desegregation show the essential role they played. Without the support of an exemplary teaching staff, however, Champion Avenue School could never have been the community force it has been. While its founding faculty was all black, the school presently has a white majority teaching staff. The school's teaching legacy is preserved by some dedicated and caring faculty members who focus on the needs of the urban child, and who recognize the role of the school in the black community. (Contains 35 references.) (SLD)

ED 411 334   UD 031 865

Vojnovich, Christine M.
Improving Student Motivation in the Secondary Classroom through the Use of Critical Thinking Skills, Cooperative Learning Techniques, and Reflective Journal Writing.
PUB DATE- 97
NOTE- 65p.; Master's Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; *Cooperative Learning; *Critical Thinking; Educational Change; *High School Students; High Schools; *Intervention; Metacognition; Public Schools; *Skill Development; Student Journals; *Student Motivation; Suburban Schools
IDENTIFIERS- *Illinois (Chicago Suburbs); Reflective Thinking

This report describes a program to use various instructional strategies to increase student motivation in the learning process. The targeted population was high school students in a multicultural, middle-class community in a suburb of Chicago (Illinois) with 1,926 students. The problems of low participation, off-task behavior, and inadequate processing skills were noted through teacher observation, checklists, and conduct reports. Faculty reported that lack of student motivation came from content-oriented classes that provided little opportunity for students to create individual expressions and to find relevance in the materials presented. Further analyses revealed that students were unprepared to apply critical thinking skills to problem solving tasks. A review of solution strategies suggested by research and an analysis of the problem setting resulted in selection of three major intervention strategies: (1) the introduction of a variety of critical thinking tasks; (2) the use of cooperative learning techniques; and (3) the practice of writing reflective journal entries to enhance metacognition. Generally positive results were apparent from each of the interventions. Participation increased, reflection and metacognition were enhanced through journaling, behavioral problems decreased, and a higher level of critical thinking was apparent in problem solving. In addition, the practice of cooperative learning activities resulted in a comfortable peer environment where significantly if educators focus on positive self-esteem. (Contains 60 references.) (SLD)

ED 411 352 UD 031 884

Joyner, Carlotta C.
Substance Abuse and Violence Prevention. Multiple Youth Programs Raise Questions of Efficiency and Effectiveness. Testimony before the Subcommittee on Oversight and Investigations, Committee on Education and the Workforce, House of Representatives.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Agency Cooperation; *Disadvantaged Youth; Federal Government; Financial Support; *Government Role; Needs Assessment; *Prevention; Program Effectiveness; Program Evaluation; Research Needs; *Substance Abuse; *Violence

This testimony by the Director of Education and Employment Issues of the Health, Education, and Human Services Division of the General Accounting Office (GAO) is based on a number of GAO studies of substance abuse and violence prevention programs for youth. The testimony focuses on: (1) the information available about substance-abuse and violence-prevention programs and the federal government's investment in them; (2) what is known about the effectiveness of federally funded programs reducing youth substance abuse and violence; and (3) improving the federal effort by focusing more on accountability and results. Overall, GAO reviews have raised questions about the efficiency and effectiveness of the federal effort in these areas. The system that has developed, one of multiple federal programs dispersed among several agencies, has created the potential for inefficient service and difficulty for those who are trying to access the most appropriate services and funding sources. For example, the GAO identified 70 federal programs used in 1995 to provide substance-abuse or violence-prevention services. These programs were located in 13 federal departments. In addition, state, county, and local governments provided billions of dollars for substance-abuse prevention and treatment efforts for adults and youths. Although the GAO has identified some promising approaches for preventing substance abuse and violence, the agency's research suggests that additional research is needed to test the effectiveness of these approaches and their applicability to different populations. An appendix presents a chart of federal substance-abuse and violence-prevention programs. (SLD)

ED 411 353 UD 031 885

Redesigning the Urban School District.
SPONS. AGENCY- Charles A. Dana Foundation, New York, NY.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Charter Schools; Disadvantaged Youth; *Educational Change; Educational Innovation; Educational Vouchers; Elementary Secondary Education; *Policy Formation; Public Schools; School District Size; *School Restructuring; Urban Education; *Urban Schools

IDENTIFIERS- Colombia; *Colombian Americans; Dominican Republic; Latinos; New Jersey; *New York (New York)

This report focuses on two of New York City's emerging Latino populations, Colombians and Dominicans. The purpose is to present baseline data on socioeconomic indicators, economic status and labor force participation, and immigration and naturalization characteristics. When the information is available, comparative data are presented for other Latino groups, non-Hispanic whites, and non-Hispanic blacks. Data are from the U.S. Census and the Immigration and Naturalization Service. The overwhelming majority of Colombians and Dominicans in New York City were born abroad. Members of both groups between the ages of 3 and 25 have slightly lower rates of school enrollment than do whites and blacks, but their enrollment rates are comparable to those of other Latinos in the city. Dominicans in New York have lower levels of educational attainment than do other populations, and the educational attainment of Colombians is behind that of non-Latino whites. Data are presented in the following categories: (1) Sociodemographic Indicators of Households and Individuals; (2) Labor Force Participation and Economic Status; (3) Immigration and Naturalization Characteristics; (4) Northern New Jersey's Colombian and Dominican Populations; and (5) Conclusions and Recommendations. (Contains 70 tables and 18 references.) (SLD)

ED 411 372 UD 031 907

Diversifying the New York Area Hispanic Mosaic: Colombian and Dominican Leaders' Assessments of Community Public Policy Needs.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 97
NOTE- 48p.; For related document, see UD 031 906. Support also received from the John Randolph Haynes and Dora Haynes Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Civil Rights; Community Involvement; *Community Leaders; *Dominicans; Elementary Secondary Education; Financial Support; *Immigrants; Leadership; Minority Groups; Needs Assessment; *Organizations (Groups); *Public Policy; Urban Areas; Urban Youth
IDENTIFIERS- Colombia; *Colombian Americans; Dominican Republic; *New York (New York)

This report examines the community organizational structures and the views of community and organizational leaders of the New York City area Dominican and Colombian populations. Community public policy needs are identified, and the degree to which these leaders feel needs are being met is explored. In the first stage of research, the organizations were identified. Then a "snowball" research strategy of followups was pursued to identify additional organizations. Focus group discussions among organization leaders then provided information on public policy issues. Of the 87 organizations identified, 51 focused on the Dominican community and 36 on the Colombian community. Five main types of organizations were identified (indigenous sociocultural, civic, trade, and umbrella organizations, and nonindigenous relevant organizations). The prevalence and importance of each group differed among Dominicans and Colombians. Some geographic differences were noted, but one of the most important distinctions is that Dominican organizations tend to be incorporated and to have nonprofit status, while Colombian organizations are less likely to have nonprofit goals: demonstrating ability (performance-approach) and developing ability (task). A scale to assess the goal of avoiding the demonstration of lack of ability (performance-avoid) was included with scales assessing approach goals in a survey given to 703 sixth graders. Factor analysis supported the differentiation among the three scales. The performance scales were moderately positively correlated and exhibited low correlations with the task scale. With all three goals in regression equations, task goals predicted academic efficacy, self-regulated learning, and lower levels of avoiding seeking academic help in the classroom. Performance-avoid goals negatively predicted academic efficacy and positively predicted avoiding seeking help and test anxiety. Performance-approach goals did not emerge as the most significant predictor of any of these educationally relevant outcomes. An appendix presents the test items. (Contains 5 tables and 40 references.) (Author/SLD)

ED 411 299 TM 027 327

Moxley, Roy A.
Treatment-Only Single-Case Designs with Student Self-Recording for the Teacher as Researcher.
PUB DATE- 97
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Case Studies; *Educational Assessment; Educational Research; Elementary Secondary Education; Higher Education; Hypothesis Testing; *Measurement Techniques; *Research Design; *Researchers; Self Evaluation (Individuals); Teacher Role
IDENTIFIERS- *Self Report Measures

One valuable ingredient that is missing from common teacher practice is the measurement of ongoing student performance in the classroom in a way that supports improvement in student performance and in teacher instruction that can be shared with parents, teachers, and other professional colleagues. Treatment-only designs (TODs) with self-recording by students can provide that measurement for educational practices in public school classrooms, and they may be a useful way for educators and educational researchers to share useful information. Such designs may be considered as an elementary or case study level of single-case research. Examples are given of inferences from TODs and how they may lead to more sophisticated designs. The development of this approach allows for a two-way interaction between technology and science that promises some of the benefits that occur when technology and science are in close collaboration. Examples are given in the following areas in which TODs support: (1) self-recording; (2) self-recording with graphs rather than tables; (3) improving writing by increasing the rate of writing; (4) introducing more advanced single-case designs; (5) questioning a hypothesis; and (6) establishing the usefulness of types of instruction. (Contains 5 figures and 74 references.) (SLD)

ED 411 300 TM 027 328

Stephan, Michelle; Petty, Beth
Children's Conceptions of Measurement: 35 Years after Piaget.

Basic Facts about Wisconsin Elementary and Secondary Schools, 1996-97.
PUB DATE- 97
NOTE- 514p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; *Elementary Secondary Education; *Enrollment; Ethnicity; Expenditures; High School Graduates; Income; Private Schools; Public Schools; School Districts; *School Statistics; State Programs; *Student Characteristics; Tables (Data); Tax Allocation; *Teacher Characteristics
IDENTIFIERS- *Wisconsin

The tables in this compilation provide information about Wisconsin's 426 public school districts, their 2,063 schools, and 988 private schools in the state. In 1996-97, Wisconsin public schools served more than 879,000 students and private schools enrolled just over 150,000. Data are presented in a series of tables grouped into the following categories: (1) District Associations; (2) Statewide Statistical Summary Tables; (3) Student and School Staff Data by School District; (4) Complete Annual Cost per Member; (5) Distribution of State Aid Dollars; (6) October Equalization Aid Estimate for 1996-97 Payment; (7) Estimated Other State Aid, 1996-97; (8) School District Revenue Limits; and (9) Equalized School District Levy Rates, 1996-97. The section of statewide summary tables includes information on student enrollment by grade level and ethnicity, as well as data on graduates and professional and support staff by ethnicity. A glossary is included, and maps show Wisconsin counties and the locations of Cooperative Educational Service Agencies. (SLD)

ED 411 318 TM 027 384

Parent Guide to Provincial Achievement Testing, Grade 3 = Guide des parents: Tests de rendement provinciaux. 3e Annee.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English; French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Achievement; *Achievement Tests; Elementary School Students; Foreign Countries; French; *Grade 3; Language Arts; Mathematics; Primary Education; Profiles; Scoring; Standardized Tests; Standards; *State Programs; Test Results; *Test Use; *Testing Programs
IDENTIFIERS- *Alberta; Canada

Annually in May and June, grade 3, 6, and 9 students in Alberta (Canada) take provincial achievement tests. This guide, in both English and French versions, explains the achievement tests. The tests are designed to indicate how well students meet the province's standards, to support teachers in planning instruction, and to inform the public about academic achievement. The tests are developed by the Alberta Department of Education in cooperation with school districts, and all students experimented with new and creative responses to the challenges of daily assignment. Fifteen appendixes present lesson plans and supplemental materials. (Contains 1 table and 17 references.) (Author/SLD)

ED 411 335 UD 031 866

Pisapia, John; Westfall, Amy Lynn
Alternative High School Scheduling. A View from the Teacher's Desk. Research Report.
PUB DATE- 97
NOTE- 84p.; For related reports, see UD 031 867 and 868.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Block Scheduling; Flexible Scheduling; High School Students; *High Schools; Inner City; Rural Schools; *Secondary School Teachers; Suburban Schools; Surveys; *Teacher Attitudes; *Teaching Methods; Team Teaching; Time Blocks; Time Factors (Learning); Urban Schools

In 1995 the Metropolitan Educational Research Consortium (MERC), Richmond (Virginia) commissioned a study of alternative high school scheduling modules to determine the effects of different schedules on teaching strategies, teacher and student satisfaction, and student and school performance. This report presents the results of an analysis of a survey administered to teachers in 1995. Six types of traditional and block schedules were studied through the responses of teachers from three inner city, five suburban, and four rural schools. Findings indicate that teachers in everyday short block schedules use significantly more whole class instruction than teachers in everyday semester and alternating long block schedules. Teachers in alternating and everyday semester long block schedules practice significantly more in a team approach than teachers in everyday short block schedules. Teachers in everyday long block schedules are significantly more satisfied with student achievement as reflected in their grades than are teachers in alternating long block and everyday short block schools. Teachers in everyday semester block schools report more than teachers in alternating and everyday short block schedules that attendance is significantly better than three years earlier. Teachers in everyday semester block schools and the alternating day with a study block schedule rated their schedules higher than other alternating block schedules, but the everyday semester block schedules received the most favorable rating by its teachers. Seven appendixes contain additional findings in areas such as ability to cover the curriculum and use of particular teaching methods. (Contains 7 tables, 12 references, and the teacher's survey.) (SLD)

ED 411 336 UD 031 867

Pisapia, John; Westfall, Amy Lynn
Alternative High School Scheduling. A View from the Student's Desk. Research Report.
PUB DATE- 97
NOTE- 79p.; For related reports, see UD 031 866 and 868.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Block Scheduling; Flexible Scheduling; *High School Students; High Schools; Inner City; Rural Schools;

IDENTIFIERS- Baltimore City Public Schools MD; Chicago Public Schools IL; Minneapolis Public Schools MN; *Reform Efforts

In May 1996, the Education Commission of the United States, with the support of the Charles A. Dana Foundation, convened a 2-day meeting in Austin (Texas) to focus on urban school district reform and restructuring. Participants, who included state policymakers, superintendents of several urban school systems, and a number of education researchers and scholars, assessed the progress of efforts to redesign urban school systems and worked to develop new approaches to the this complex task. To date, not a single large urban school system has proved capable of transforming itself fully. Even the most highly publicized and well-regarded reforms have yielded only minimal results. However, meeting participants identified a number of encouraging developments. These signs of positive change included: (1) recognition by policymakers, elected officials, educators, and the public of the importance and urgency of improving urban schools' performance; (2) increased receptivity to bolder and more comprehensive approaches to redesigning urban districts; (3) a growing array of innovative programs, models, and strategies that are beginning to show results in terms of school quality and student achievement; and (4) external pressure for change that is coming from the charter school and voucher movements and state-level interventions such as privatization, district takeovers, and decentralization. After a brief look at some of these promising approaches, the report concludes with an in-depth look at three urban school districts--Baltimore (Maryland), Chicago (Illinois), and Minneapolis (Minnesota)--where restructuring efforts are among the most creative in the nation. (SLD)

ED 411 354   UD 031 888

Pisapia, John
How To Conduct a Cost-Effectiveness Analysis. Research Brief #16.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; Cost Estimates; *Decision Making; *Efficiency; Elementary Secondary Education; Evaluation Methods; Organizational Effectiveness; Program Evaluation

This research brief describes how to conduct a cost-effectiveness analysis. The first task is to find out if there are differences in the costs of operating program alternatives through the following steps: (1) describing each program alternative and its components and potential benefits; (2) determining the costs of the alternatives by identifying cost factors, deciding on the data entry method, entering the cost data, and calculating the program costs; (3) determining cost savings; and (4) calculating and analyzing program costs. The second task is to determine whether there are differences in the effectiveness and cost effectiveness of feasible program alternatives. The third task is then to calculate and analyze cost-effectiveness ratios before moving to the final step of making decisions with cost analysis results. In the final analysis, all educational decisions, from the student-teacher interaction to the formulation of national policy, are cost utility data. (SLD)

ED 411 355   UD 031 889

Snidow, Puck; Flanagan, Margaret

status, and less able to attract external funding. In both communities, civic organizations were the most stable and best able to accomplish their goals. The inventory of the organizations of these two groups suggests that there is great potential and civic spirit in these organized efforts, but that most could benefit from additional funding and better communication with government and other private agencies. In both communities, leaders agreed that their constituents need to know about their legal rights and obligations, to learn English, and to understand the political and governmental system better. Additional public support could enhance the efforts of both communities. (Contains 6 tables and 113 references.) (SLD)

ED 411 373 UD 031 908

Heilbronn, Ruth, Ed.; Jones, Crispin, Ed.
New Teachers in an Urban Comprehensive School: Learning in Partnership.
PUB DATE- 97
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Beginning Teachers; Bilingual Education; Case Studies; *College School Cooperation; Foreign Countries; Higher Education; Immigrants; Mentors; Partnerships in Education; Refugees; Secondary Education; *Student Teachers; *Teacher Education; Training; *Urban Schools
IDENTIFIERS- *Comprehensive Schools (Great Britain); England; School Based Teacher Educators

The studies in this collection result from a case study of one London (England) comprehensive school's response to the school-based training of teachers that was instituted in England between 1992 and 1996. School-based time is now two-thirds of all teacher training, and the training context has become a crucial factor in the initial training and education of teachers. The key issue is the beginning teachers' entitlement to good quality training and support in the placement schools. Partnership with institutions of higher education is an essential part of establishing the training context. The following selections describing teacher training in this multicultural British school are included: (1) "Themes and Issues" (Ruth Heilbronn); (2) "Hampstead School as a Learning Community" (Tamsyn Imison); (3) "Making It Work--The School-Based Tutor" (Ruth Heilbronn); (4) "All Teachers Are Special Needs Teachers" (Pat Mikhail); (5) "IT: Every Teacher's Second Subject?" (Phil Taylor); (6) "Supporting Bilingual Learners" (Marc Thompson); (7)"Refugee Education: One in Every Class" (Ruth Heilbronn); (8) "Beginning Teachers as Researchers" (Crispin Jones); (9) "Beginning Teachers in Departments 1: Mentoring in Science" (Jonathan Bach); (10) "Beginning Teachers in Departments 2: Mentoring in Maths" (Margaret Tetley); (11) "Mentor Training Experiences in Partnership" (Cathy Pomphrey); (12) "The Support and Development of New Teachers: A Five Year Study" (Leon Gore); (13) "The School in the City" (Crispin Jones); and (14) "The Quality of Our Learning: Ways Forward" (Crispin Jones). Three appendixes present the school's headteacher's report on teacher training, the teacher training code of practice, and a report on the potential role of institutions of higher education. (Contains 106 references.) (SLD)

ED 411 374 UD 031 910

SPONS. AGENCY- National Science Foundation, Arlington, VA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Children; *Concept Formation; Cultural Influences; Developmental Stages; Grade 1; *Mathematical Concepts; *Measurement Techniques; *Piagetian Theory; Primary Education; *Skill Development; Social Influences; Thinking Skills

Research into children's measurement conceptions is discussed, presenting a review of the literature in the field that includes studies conducted by J. Piaget and his colleagues and training programs that have been designed to support the development of measurement skills. This literature is used as a background to argue that new investigations might include accounting for students' development in terms of social and cultural influences, coordinating research analyses with instructional development, and using psychological analyses to develop the instructional intent of further investigations. A teaching experiment that was conducted with 16 first graders is described to highlight a way to support mathematical development in the classroom context. It was clear that in this classroom students' participation in the mathematical processes involved the use of many measurement tools. It is suggested that students' activities with these tools profoundly influenced their development of mathematical reasoning as interviews with the students demonstrated. Students developed ways of acting with the measurement strip and stick they were given that had numerical significance for them, and they were able to be relatively effective with these tools. They demonstrated intellectual capabilities they had developed during the experiment. (Contains 12 figures and 68 references.) (SLD)

ED 411 301 TM 027 329

Gitomer, Drew H.
Challenges for Scoring Performance Assessments in the NBPTS System.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Licensing Examinations (Professions); *Performance Based Assessment; *Scoring; *Standards; *Teacher Certification; Teacher Evaluation; *Test Construction; Test Content; Test Use
IDENTIFIERS- *National Board for Professional Teaching Standards

Assessing complex teaching performance in the National Board of Professional Teaching Standards (NBPTS) has caused the Educational Testing Service to wrestle with fundamental scoring issues that are both conceptual and technical. This report reviews the challenges encountered, how they are being questions are field tested. The grade 3 language arts test has reading and writing sections, each of which takes about an hour, and a multiple-choice mathematics test that also takes about an hour. Tests are locally and centrally graded, and parents receive student profiles with test results. Teachers decide for themselves whether to use the achievement test score in the child's final grades. Families can support student learning and achievement as measured by these tests by reading with their children and staying in touch with their children's teachers. The provincial standards for the subject areas of mathematics and language arts are listed, and sample questions are provided for each area. (SLD)

ED 411 319 TM 027 385

Parent Guide to Provincial Achievement Testing, Grade 6 = Guide des parents: Tests de rendement provinciaux. 6e Annee.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English; French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Elementary School Students; Foreign Countries; French; *Grade 6; Intermediate Grades; Language Arts; Mathematics Achievement; Profiles; Science Education; Scoring; Social Studies; Standardized Tests; Standards; *State Programs; Test Results; *Test Use; *Testing Programs
IDENTIFIERS- *Alberta; Canada

Annually in May and June, grade 3, 6, and 9 students in Alberta (Canada) take provincial achievement tests. This guide, in both English and French versions, explains the achievement tests. The tests are designed to indicate how well students meet the province's standards, to support teachers in planning instruction, and to inform the public about academic achievement. The tests are developed by the Alberta Department of Education in cooperation with school districts, and all questions are field tested. The grade 6 language arts test takes about 2 hours, the reading section takes about 1.5 hours, and multiple-choice tests in mathematics, science, and social studies take about 1.5 hours. Tests are locally and centrally graded, and parents receive student profiles with test results. Teachers decide for themselves whether to use the achievement test score in the child's final grades. Families can support student learning and achievement as measured by these tests by reading with their children and staying in touch with their children's teachers. The provincial standards for the subject areas of mathematics, language arts, science, and social studies are listed, and sample questions are provided for each area. (SLD)

ED 411 320 TM 027 386

Parent Guide to Provincial Achievement Testing, Grade 9 = Guide des parents: Tests de rendement provinciaux. 9e Annee.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English; French

Satisfaction; *Student Attitudes; Suburban Schools; Surveys; *Teaching Methods; Time Blocks; *Time Factors (Learning); Urban Schools

In 1995 the Metropolitan Educational Research Consortium (MERC), Richmond (Virginia) commissioned a study of alternative high school scheduling modules to determine the effects of different schedules on teaching strategies, teacher and student satisfaction, and student and school performance. This report presents the results of an analysis of the survey administered to 2,430 students in 4 inner city, 5 suburban, and 4 rural schools in 1995. Six types of scheduling, two traditional and four variations of block schedules, were studied. Students in everyday semester long block schedules reported significantly more satisfaction with the number of courses available to them than students in everyday short block schedules and alternating long block schedules. Students in everyday long block schedules also reported that their teachers used significantly more group instruction than students in the other block schedules, and observation suggested that use of group instruction increases as the number of minutes in class increase. Students in everyday semester long block schedules also reported that their teachers were more likely to use portfolios. No significant findings were associated with schedule type for homework, student-teacher relationships, curriculum, and student satisfaction. Analysis did identify differences that may or may not have been related to scheduling. These differences are explored in the 10 appendixes that summarize findings in terms of effects of schedule type on various dependent variables and present a summary of some focus group interviews. (Contains 4 tables, 13 references, and the student survey.) (SLD)

ED 411 337 UD 031 868

Pisapia, John; Westfall, Amy Lynn
Alternative High School Scheduling. Student Achievement and Behavior. Research Report.
PUB DATE- 97
NOTE- 38p.; For related reports, see UD 031 866 and 867.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Attendance; *Behavior Patterns; *Block Scheduling; College Entrance Examinations; Flexible Scheduling; *High School Students; High Schools; Inner City; *Student Attitudes; *Teacher Attitudes; Teaching Methods; Test Results
IDENTIFIERS- Scholastic Assessment Tests

In 1995 the Metropolitan Educational Research Consortium (MERC), Richmond (Virginia) commissioned a study of alternative high school scheduling modules to determine the effects of different schedules on teaching strategies, teacher and student satisfaction, and student and school performance. This report presents results of an analysis of student achievement and behavior data from 12 high schools, 3 inner city, 5 suburban, and 4 rural. Two traditional-day schedules and four variations of block scheduling were compared. Teachers and students in alternating and semester block schools reported that learning is not watered down, but that it is different, with more focus on concepts than facts, more depth, and more problem solving. Students in semester block schedules experienced greater increases in overall grade point average than those in alternating block schedules. In general, verbal scores rose more in schools that switched to an alternating or semester block schedule than mathematics. Increases in Scholastic

The Successful Interdisciplinary Class Must Secede from the Traditional. Research Brief #24.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Advanced Placement; Disadvantaged Youth; English; *High School Students; High Schools; Honors Curriculum; *Interdisciplinary Approach; Social Studies; *Student Journals; Suburban Schools; *Teaching Methods

The effectiveness of an interdisciplinary approach was evaluated in a suburban high school social studies class that integrated the county's prescribed social studies and English curricula for honors and advanced placement. Focal points for the two teachers were cohesiveness, cooperation, conducive environment, and concept improvement. The class of 23 students contained 13 students representing a variety of actual or potential problems. Data came from student journals and grades for the interdisciplinary class and a comparison group of government and English students at another high school. Many differences were apparent for the two teachers, whose classroom styles were quite different. Instead of concentrating on traditional learning mode and teacher/student interaction, they concentrated on student success as defined by the teacher and teacher success as defined by the student. Cooperative learning was a necessary tool in the interdisciplinary environment. Students who were given a more global education through the interdisciplinary class appeared more confident in accepting leadership roles and personal responsibility. Student grades were also higher than those from comparison students in traditional classes, and student attitudes became more positive as the year went on. Journal writing proved to be a useful tool for evaluation and student learning. (SLD)

ED 411 356 UD 031 890

Tyer, Robin; Wise, Stephanie
A Study of Anger and the Elementary Student. Research Brief #25.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aggression; *Anger; *Behavior Problems; Disadvantaged Youth; Discipline; Elementary Education; *Elementary School Students; Emotional Problems; *School Counseling; *Student Attitudes; Teaching Methods; Urban Schools

A survey was developed to study anger in elementary school students drawing on the experience of school counselors and teachers. The final survey was distributed to elementary school counselors, school administrators, and teachers to use with children referred for anger control issues. In 7 elementary schools, 1 female and 36 male students in kindergarten through grade 5 were interviewed. Most of these children had not been identified as having any learning difficulties, and most were not being given any type of medication to control behavior. Periods of time when children were allowed to interact socially were catalysts for runaway emotions. Children did not appear to be reacting to academic stressors, and there appeared to be as many different reasons for the anger as there were children. Twenty of the 37 did not believe that the teacher disliked them. The role of diet was not clear, but most students reported having eaten a fast-food type breakfast high in fat

Lazere, Edward B.
Maine's Families: Poverty Despite Work.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 96
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; Elementary Secondary Education; *Employment Patterns; *Low Income Groups; Minimum Wage; *Policy Formation; Political Influences; *Poverty; Public Policy; Social Services; State Legislation; Urban Problems; Urban Youth; *Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; Earned Income Tax Credit; *Maine; Welfare Reform; *Working Poor

Children are among the poorest of Maine's residents. Nearly 1 in 5 children under the age of 18, 19.3%, lived in families below the federal poverty line in the early 1990s. Most of these poor children lived in working families. The working poor are often missing from policy debates, but their numbers are likely to increase with welfare reform efforts. In Maine, working poor families represent a broad cross-section of the state's population. Job growth in Maine has been concentrated in industries with low average pay, and federal and state policies have contributed to working poverty. Because most poor children are in families with a worker, the high child poverty rate in Maine is unlikely to decline significantly without efforts to assist low-wage working families. Steps the state could take to help the working poor include: (1) enacting a state earned income credit; (2) raising the minimum wage; (3) modifying the rules for aid to families with dependent children to allow families to earn more without a loss of benefits; (4) strengthening the unemployment insurance system; and (5) responding to the child care and health care needs of the working poor. As these policies helped alleviate child poverty, they would promote the broad goals of welfare reform by helping parents support their families. (Contains nine figures and seven tables.) (SLD)

ED 411 375 UD 031 911

Wolch, Jennifer; Sommer, Heidi
Los Angeles in an Era of Welfare Reform: Implications for Poor People and Community Well-being.
PUB DATE- 97
NOTE- 206p.; Additional support provided by the Weingart Center Association. A project of Liberty Hill Foundation.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Abuse; Federal Legislation; *Government Role; Homeless People; *Labor Market; *Low Income Groups; *Poverty; Social Problems; Social Services; Unemployment; *Urban Areas; Welfare Agencies; Welfare Recipients
IDENTIFIERS- *California (Los Angeles); Reform Efforts; *Welfare Reform

This report, framed by the region's foremost experts on poverty, is the first comprehensive and scientifically rigorous analysis of the implications of welfare reform for the people and communities of Los Angeles (California). Direct and indirect impacts are considered. It is concluded that the number of welfare recipients in Los Angeles likely to slide deeper into addressed, and what the NBPTS effort has learned over the past 3 years. Scoring a performance assessment is the overarching consideration in developing an assessment. In current development work for the NBPTS, scoring is the framework for the design of tasks and the entire assessment. The following challenges have been faced in developing assessment and scoring: (1) defining scoring against task-independent standards; (2) handling a broad range of content and contexts; (3) resolving pedogogical, cultural, and contextual bias; (4) interpreting unfamiliar representational forms and content; and (5) defining "The Standard" in setting the cut score. The NBPTS scoring system has evolved dramatically over the last 3 years into a process that makes certification decisions much fairer and more defensible. Without a coherent design process that begins with a clear sense of the desired claims to be made about a candidate, scoring will be found lacking. (Contains four figures.) (SLD)

ED 411 302 TM 027 337

Wang, Lih-Ching Chen; Dalton, David W.
Online English Learning Using Internet for English-as-a-Foreign-Language Students.
PUB DATE- 97
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Distance Education; Education Majors; Electronic Mail; *English (Second Language); Foreign Countries; Higher Education; *Internet; *Online Systems; *Second Language Learning; *Tutors
IDENTIFIERS- Kent State University OH; Preservice Teachers; *Taiwan

Learning to communicate in English is an essential tool to access many resources via worldwide networks in the global society. Like students from many other countries, students in Taiwan study English for years, but lack opportunities to practice. For English-as-a-Second-Language students, the World Wide Web provides a learning environment in which language skills can be developed through communication with native speakers of English. A framework, the Online American Culture Learning Center, was created to study cross cultural distance education through the Web. This experiment between Kent State University (Ohio) and the National Taiwan Normal University will create an English learning environment through the discussion of six major topics on the Internet: Thanksgiving, Yellowstone National Park, American Football, Rock 'n Roll, Shopping Malls, and Garage Sales. Training materials for these topics are being used in a pilot study to assess their efficiency. Preservice teachers from Kent State University will serve as tutors and monitor student progress. Each tutor will have one student, who will correspond via e-mail. The project will explore whether online distance education can enhance learning in a foreign language and whether such exchanges promote multicultural understanding. Evaluation questions will be administered online, and surveys from students and tutors will be used to assess the feasibility of the approach. (SLD)

ED 411 303 TM 027 338

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Foreign Countries; French; *Grade 9; *High School Students; High Schools; Language Arts; Mathematics Achievement; Profiles; Science Education; Scoring; Social Studies; Standardized Tests; Standards; *State Programs; Test Results; *Test Use; *Testing Programs
IDENTIFIERS- *Alberta; Canada

Annually in May and June, grade 3, 6, and 9 students in Alberta (Canada) take provincial achievement tests. This guide, in both English and French versions, explains the achievement tests. The tests are designed to indicate how well students meet the province's standards, to support teachers in planning instruction, and to inform the public about academic achievement. The tests are developed by the Alberta Department of Education in cooperation with school districts, and all questions are field tested. The grade 9 language arts test written section takes about 2 hours and the reading section takes 1.5 hours. Multiple choice tests in mathematics, science, and social studies also take about 1.5 hours. Tests are locally and centrally graded, and parents receive student profiles with test results. Teachers decide for themselves whether to use the achievement test score in the child's final grades. Families can support student learning and achievement as measured by these tests by supporting reading and staying in touch with their children's teachers. The provincial standards for the subject areas of mathematics, language arts, science, and social studies are listed, and sample questions are provided for each area. (SLD)

ED 411 321 TM 027 390

Measuring the Quality of Schools = Mesurer la Qualite des Establissements Scolaires.
PUB DATE- 95
NOTE- 238p.
LANGUAGE- English; French
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; *Accountability; Comparative Analysis; *Educational Quality; *Elementary Secondary Education; Equal Education; Foreign Countries; Formative Evaluation; Higher Education; *International Education; *Measurement Techniques; Performance Factors
IDENTIFIERS- Educational Indicators; *Organisation for Economic Cooperation Development

As part of the Organisation for Economic Cooperation and Development project on international educational indicators, four networks were formed to represent different domains. This collection contains background papers that were prepared to deal with some of the fundamental questions about process indicators examined by Network "C," the network that, under the leadership of The Netherlands, was given the task of measuring indicators of schools and school processes. The following papers are included: (1) "Internationally Comparable Indicators of Educational Programmes and Processes: Identification, Aptitude Test scores were greater for students in alternating block schedules than for students in semester block schools, but after the first year, students in four of the seven schools that switched to either type of block scheduling experienced increases in verbal scores. In two of four alternating block schools, student performance on advanced placement tests declined, as it did in the two semester block schools. Overall, attendance was not positively affected by the change, but in both alternating and semester block schools, students reported that school was "calmer" and teachers made fewer disciplinary referrals. (Contains 13 tables and 15 references.) (SLD)

ED 411 338 UD 031 869

McMillan, James H.
Successful Literacy Passport Test Remediation. Strategies for Elementary and Middle School Students: A Research Report.
PUB DATE- 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Planning; Elementary Education; Elementary School Students; *Elementary School Teachers; Focus Groups; *Literacy; Middle Schools; Qualitative Research; *Remedial Instruction; State Programs; Student Motivation; *Teacher Education; Testing Programs
IDENTIFIERS- Middle School Students; *Student Engagement; Virginia Literacy Passport Test

The instructional strategies teachers and other school personnel have used in the successful remediation of students who have failed reading and writing portions of the Virginia Literacy Passport Test (LPT) or the LPT Predictor Test were studied. The intent was to determine if specific approaches seem to work best for different types of students and whether particular materials, teaching strategies, scheduling, or other factors are associated with successful remediation. A qualitative research design was used that relied on focus group interviews of 16 elementary school teachers (2 groups) and 18 middle school teachers (3 groups). Findings suggest that the key to successful remediation is student engagement in learning and applying needed skills. Some general principles were identified that appear to foster student engagement. On a schoolwide level, these include organizational commitment to successful remediation, cohesiveness of effort, and a systematic plan that includes identification of students, diagnosis, and feedback to teachers. On an individual level, teachers need training, commitment, and a sense of shared responsibility to help students succeed. Specific strategies that appear to be helpful include teaming, teaching test-taking skills, practice, small groups, individualized attention, modeling, close supervision, peer instruction, and activities and materials that hold student interest and motivate them to succeed. Four appendixes contain the principal nomination form for focus group participation, the topic outline, and codes for responses. (SLD)

ED 411 339 UD 031 870

Simon, Diane J.
"Increasing the Academic Pool of Minority Students for Higher Education." A Literature Review. A Report to the R.F.P. #92-3 Team.
PUB DATE- 93
NOTE- 154p.

and sugar. The relationship between males and aggressiveness was readily apparent, as all but one of the referred students were male. Implications for elementary school counselors and teachers are discussed. Since most students referred had not been identified as having problems in spite of a history of chronic anger, schools should consider ways to meet the needs of these students. (SLD)

ED 411 357 UD 031 891

Woodle, Laura; Hartsoe, Carol; Taylor, Loretha
How Do We Help Our Students Become More Responsible. Research Brief #28.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Behavior Problems; Discipline; *Elementary School Students; Elementary School Teachers; Grade 3; *Media Specialists; Primary Education; Research Skills; School Libraries; Student Research; *Student Responsibility; Teacher Role; Urban Schools; Values Education

A teacher and a media specialist combined their efforts to foster responsibility among students in a third grade class. Students went to the Media Center to learn research skills, but it was apparent that they lacked the responsibility to follow through with their projects. The teacher and media specialist began to implement strategies to teach resource use and group behavior skills and to promote responsibility in the classroom. Initially they targeted four students, but later expanded their focus to the entire class. Use of a classroom observation sheet provided the instructors with information about the students and made the students aware that their behavior was being monitored. A behavior modification plan called Home Court was implemented, which helped students make the connection between behavior and learning. Students designed the basic rules of Home Court and the "technicals" awarded when they did not demonstrate adequate responsibility. Student work began to reflect greater responsibility and to demonstrate greater grasp of the concepts taught. A similar approach to mathematics was implemented using a mathematics portfolio. As students began to take ownership for their tasks, they showed overall academic improvement. The project will be implemented in grades three through five in the next school year. (SLD)

ED 411 358 UD 031 892

Pisapia, John
Teaching with Technology: Roles and Styles. Research Brief #5.
PUB DATE- 94
NOTE- 5p.; Research extracted from the technology studies by the Metropolitan Educational Research Consortium.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Curriculum Development; *Educational Technology; Elementary Secondary Education; Inservice Teacher Education; Student Motivation; Teacher Attitudes; *Teacher Role; Teaching Methods; Technological Advancement
IDENTIFIERS- Learner Centered Instruction

The impact of technology on teaching is explored. Technology alone cannot affect the ways in which teachers and students poverty as a result of welfare reform is large. Planned reforms will mean a loss of jobs for Los Angeles County, and those expected to change from welfare to work will have grave difficulty securing employment. As some find work, others will lose opportunities. The County will face rising demands on its general relief program, health care services, and children's services, and it will lose Medi-Cal revenues. The extent of social problems related to poverty, such as poor health, child abuse, hunger, and homelessness, may rise significantly. Many communities in the area will be affected, as the impact spreads beyond the immediate city. Neither the voluntary nonprofit sector nor the county of Los Angeles has the economic or political capacity to replace the social safety net or protect the health and welfare of the area's residents. One appendix presents detailed impact calculations, and the other contains the input-output analysis. (Contains 19 tables and 16 figures.) (SLD)

ED 411 376 UD 031 912

McEvoy, Alan; Erickson, Edsel; Randolph, Norman
Why the Brutality?
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Attitude Change; *Community Programs; *Delinquency; Etiology; Interpersonal Relationship; *Juvenile Gangs; *Peer Groups; Secondary Education; Urban Culture; Urban Youth; *Violence; *Youth Clubs

This issue of the "School Intervention Report" contains a reprint from the "Youth Gangs: Guidelines for Educators and Community Youth Leaders." The juvenile gang has the power to motivate, direct, and positively sanction violence by its members. In examining the power of the gang to amplify violent conduct, there are at least three sets of causes that must be explored beyond the personal motivations of the perpetrators. These are the functions that violence serves for a gang, the impact organized crime can have on street violence, and the synergistic dynamics of certain cultural norms within gangs. Gang violence is a means to achieve desired ends, even though it is not good for society. One key to combating gangs is found in the power of the bonding process. Healthy groups should be fostered by educators and community-based youth leaders. Most gang members are still connected to the community in some healthy ways, and their lives can be reclaimed if threats to their safety are removed, if they are helped to develop skills and attitudes that promote nonviolence, and if they are given the opportunity to bond as members of healthy groups. Nine resource sources and organizations are listed. (Contains 25 references.) (SLD)

ED 411 377 UD 031 913

Youth Violence: Prediction and Prevention. Facts You Can Use. Seeds of Help.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.; Georgia Univ., Athens. School of Social Work.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English

McQueen, Joy; Congdon, Peter J.
Rater Severity in Large-Scale Assessment: Is It Invariant?
PUB DATE- 97
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Elementary Education; Elementary School Students; Foreign Countries; *Interrater Reliability; *Scoring; *Test Interpretation; *Writing Tests
IDENTIFIERS- *Rasch Model; Rater Reliability; *Rater Stringency Error

A study was conducted to investigate the stability of rater severity over an extended rating period. Multifaceted Rasch analysis was applied to ratings of writing performances of 8,285 primary school (elementary) students. Each performance was rated on two performance dimensions by two trained raters over a period of 7 rating days. Performances rated on the first day were rerated at the end of the rating period. Statistically significant differences between raters were found within each day and in all days combined. Daily measures of the relative severity of individual rates were found not to be invariant when compared to single, on-average measures for the whole rating period. For more than half of the raters, severity measures on the last day were significantly different from measures on the first day. These findings must cast doubt on the practice of using a single calibration of rater severity as the basis for adjustment of person measures. (Contains 8 figures, 12 tables, and 31 references.) (Author/SLD)

Measurement and Interpretation" (Jaap Scheerens); (2) "Comparer les structure de decision des systemes educatifs: un bilan de l'approache quantitative (Comparison of Decision-Making Structures in Education Systems: A Review of the Quantitative Approach)" (Denis Meuet, Jacques Prod'hom, and Eugen Stocker); (3) "The Selection and Definition of International Indicators on Teachers" (Jaap Scheerens); (4) "Curriculum Indicators in International Comparative Research" (Willem J. Pelgrum, Joke Voogt, and Tjeerd Plomp); (5) "Process Indicators on School Functioning and the Generalisability of School Factor Models across Countries" (Bert Creemers); (6) "The Development of Indicators on Equity in Education" (Alan Gibson and Denis Meuret); (7) "The Search for Indicators on the Effective Functioning of Tertiary Education Institutions" (Alan Gibson); (8) "The Use of Performance Indicators in School Improvement and Accountability" (Carmo Climaco); (9) "Perspectives on Decision-Making in Education Systems and the Development of the Network C Locus of Decision-Making Survey" (Darrel Drury, Laura Hersh Salganik, and Marilyn M. McMillen); (10) "La mise en place d'un dispositif d'indicateurs pour le pilotage des establissements secondaires francais (Implementation of a System of Indicators for the Steering of French Secondary Schools)" (Jean-Calude Emin); and (11) "Interpretation and Use of Education Indicators" (Erik Wallin). Each chapter contains references. (Contains 2 boxes, 17 figures, and 19 tables.) (SLD)

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *College Preparation; Counseling; Dropouts; Educational Policy; Elementary Secondary Education; *Equal Education; *Higher Education; *Minority Groups; Organizational Effectiveness; *Participation; Program Development; Student Placement; *Student Recruitment; Track System (Education)

A literature review was conducted to examine the factors that have an impact on increasing the number of minority students prepared to attend and succeed in college and to review a number of successful programs to encourage minority students. The R.F.P. Team for which the report was prepared requested that the problem be studied in the contexts of: (1) school organization issues; (2) counseling issues; (3) factors related to minority participation in the sciences; (4) increasing the pools of minority students and teachers; (5) learning styles of at-risk students; (6) issues related to dropout; and (7) financial aid. Part One of the report reviews the current status of minority students, particularly blacks, in the United States, with a discussion of educational policies and related factors that have an impact on the college preparation of minority students. Part Two highlights model programs to increase the number of minority students prepared for college. Many of these programs are collaborative efforts between public schools and business and industry. It was found that many school organization policies and practices, including tracking, retention in grade, and special education placements have a long-term and detrimental impact on black and other minority students. In addition, no plan to increase participation of minority students should ignore the impact of the school guidance counselor. Excellence, in terms of school resources or community programs, requires real dollar commitments, and it does not come cheaply. (Contains 4 tables, 4 figures, 77 references for Part One, and 53 references for Part Two.) (SLD) interact, but it can affect teacher roles in several ways. Teachers may feel that computers will replace them, or they may regard technology as just another tool. Some teachers believe that technology can transform curriculum, the teacher's role, and even school structure. In fact, technology can support traditional or learner-centered instructional philosophies, but teacher use of technology is generally influenced by their knowledge of the technology, access to instruction and support, and incentives that favor teacher use or disuse in the classroom. Teachers who do adopt a technology-based approach normally progress from being a presenter of knowledge to being a coordinator of learning resources, being freed to work individually with students. Technology can be a medium of instruction or it can be a tool in support of the goal of teaching for understanding. Teacher-centered teachers tend to use traditional instructional methods and to regard learning technologies as basic skill reinforcers, motivators, or special treats. Learner-centered teachers usually choose individualized or collaborative approaches to engage students. Learner-centered teachers may be high technology users, or they may be reluctant to use technology because of personal fears and inhibitors. For successful technology use, teachers must be flexible in the roles they play. (SLD)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Community Programs; Delinquency; Early Parenthood; Educational Trends; Illegal Drug Use; *Juvenile Gangs; *Prediction; *Prevention; Reading Achievement; *School Safety; Secondary Education; Urban Problems; Urban Youth; *Violence

The escalation of youth violence is one of the major public health concerns of the United States. Many factors today make juveniles more likely to commit, or to become victims of, violent acts. Drugs, the availability of guns, and the emergence of gang problems in all regions of the country are among the causes of youth violence. Prevention of violence involves a continuum of care that starts at the beginning of a child's life, and continues through late adolescence. Delinquency is least likely to progress to adult criminality when the juvenile forms long-term relationships and the juvenile is able to obtain gainful employment. A section on "Federal Programs of Note" profiles Gang Resistance Education and Training (GREAT), Safe Futures Partnerships To Reduce Youth Violence and Delinquency, and Youth Violence Prevention Projects. The regular section, "The CIS (Communities in Schools) Connection" describes a survey of violence prevention programs, 91 of which were part of the CIS network. Also included in this issue is a discussion of vital statistics in state education, which notes the enrollment, school system size, finances, and student characteristics of state school systems. The "Recent Research Reports" section highlights some trends that are important to the educational community, such as a decline in teenage births and a decline in reading achievement scores. (SLD)

ED 411 378 UD 031 914

Conference on Improving Minority and At-Risk Student Achievement: Blueprint for Excellence Proceedings Report. (Raleigh, NC, March 10, 1997).
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; Adolescents; American Indians; Disadvantaged Youth; *Educational Improvement; Elementary Secondary Education; Ethnic Groups; *High Risk Students; Low Achievement; *Minority Groups; *State Programs; Teacher Expectations of Students; Teaching Methods; Urban Youth
IDENTIFIERS- *North Carolina

The Conference on Improving Minority and At-Risk Student Achievement was convened to help educators, parents, community, and business leaders in North Carolina focus in strategies and ideas that work to raise student achievement levels for low-performing students. This report summarizes the remarks of Michael Garrett, the keynote address of Asa Hilliard, III, and comments from the youth forum that was part of the conference. Michael Garrett spoke about the traditional education and values of Native American children, drawing on experiences of Native Americans in North Carolina, and reminded his audience of the need for teachers to be knowledgeable about the beliefs and traditions of Native Americans. Youth presenters shared their experiences as members of minority groups, and reflected on what is needed to ensure the academic achievement of minority students. Dr. Hilliard spoke of the necessity for high

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CE073270	ED410372
CE074291	ED410373
CE074319	ED410374
CE074376	ED410375
CE074377	ED410376
CE074378	ED410377
CE074387	ED410378
CE074388	ED410379
CE074393	ED410380
CE074394	ED410381
CE074395	ED410382
CE074400	ED410383
CE074401	ED410384
CE074435	ED410385
CE074470	ED410386
CE074471	ED410387
CE074479	ED410388//
CE074480	ED410389//
CE074481	ED410390
CE074502	ED410391//
CE074518	ED410392
CE074522	ED410393
CE074527	ED410394//
CE074528	ED410395
CE074534	ED410396
CE074535	ED410397
CE074536	ED410398
CE074541	ED410399
CE074543	ED410400
CE074545	ED410401
CE074546	ED410402
CE074548	ED410403
CE074549	ED410404
CE074551	ED410405
CE074553	ED410406
CE074555	ED410407
CE074556	ED410408
CE074560	ED410409
CE074561	ED410410
CE074562	ED410411
CE074574	ED410412
CE074575	ED410413
CE074576	ED410414
CE074579	ED410415
CE074580	ED410416
CE074581	ED410417
CE074582	ED410418
CE074586	ED410419
CE074587	ED410420
CE074588	ED410421
CE074594	ED410422//
CE074595	ED410423
CE074596	ED410424
CE074600	ED410425
CE074601	ED410426
CE074602	ED410427
CE074604	ED410428

SE - Science, Mathematics, and Environmental Education (continue)

SE060553	ED411156
SE060556	ED411157
SE060562	ED411158
SE060567	ED411159
SE060568	ED411160
SE060569	ED411161
SE060571	ED411162
SE060572	ED411163
SE060580	ED411164

SO - Social Studies/Social Science Education

SO026193	ED411165
SO026201	ED411166
SO026210	ED411167
SO026212	ED411168
SO026219	ED411169
SO026733	ED411170
SO026783	ED411171
SO026938	ED411172
SO027129	ED411173
SO027175	ED411174
SO027215	ED411175
SO027326	ED411176
SO027330	ED411177
SO027362	ED411178
SO027385	ED411179
SO027408	ED411180
SO027423	ED411181
SO027424	ED411182
SO027428	ED411183
SO027451	ED411184
SO027544	ED411185
SO027599	ED411186//
SO027653	ED411187
SO027671	ED411188
SO027692	ED411189
SO027699	ED411190//
SO027713	ED411191//
SO027805	ED411192
SO027806	ED411193
SO027830	ED411194
SO028618	ED411195
SO028628	ED411196
SO028670	ED411197
SO028671	ED411198

SP - Teaching and Teaching Education

SP037426	ED411199
SP037478	ED411200
SP037484	ED411201
SP037485	ED411202
SP037486	ED411203
SP037487	ED411204
SP037488	ED411205
SP037489	ED411206
SP037490	ED411207
SP037491	ED411208
SP037492	ED411209
SP037493	ED411210
SP037494	ED411211

CE074605	ED410429
CE074606	ED410430//
CE074607	ED410431
CE074608	ED410432
CE074609	ED410433
CE074610	ED410434
CE074611	ED410435
CE074612	ED410436
CE074616	ED410437
CE074617	ED410438
CE074618	ED410439
CE074619	ED410440
CE074620	ED410441
CE074623	ED410442//
CE074624	ED410443//
CE074625	ED410444//
CE074629	ED410445//
CE074631	ED410446//
CE074632	ED410447//
CE074639	ED410448
CE074640	ED410449
CE074641	ED410450
CE074643	ED410451
CE074644	ED410452
CE074645	ED410453
CE074646	ED410454
CE074647	ED410455
CE074648	ED410456
CE074649	ED410457
CE074650	ED410458
CE074651	ED410459
CE074652	ED410460//
CE074653	ED410461
CE074654	ED410462
CE074659	ED410463
CE074660	ED410464
CE074661	ED410465
CE074662	ED410466
CE074664	ED410467
CE074666	ED410468
CE074678	ED410469
CE074679	ED410470
CE074680	ED410471
CE074684	ED410472
CE074687	ED410473
CE074689	ED410474

CG - Counseling and Student Services

CG027842	ED410475
CG027873	ED410476
CG027875	ED410477
CG027876	ED410478
CG027909	ED410479
CG027924	ED410480
CG027927	ED410481
CG027932	ED410482//
CG027933	ED410483//
CG027942	ED410484
CG027943	ED410485
CG027944	ED410486
CG027945	ED410487
CG027948	ED410488
CG027962	ED410489

SP037501	ED411212
SP037503	ED411213//
SP037504	ED411214
SP037505	ED411215
SP037506	ED411216
SP037507	ED411217
SP037508	ED411218
SP037509	ED411219
SP037510	ED411220
SP037511	ED411221//
SP037512	ED411222//
SP037513	ED411223
SP037514	ED411224
SP037515	ED411225
SP037516	ED411226
SP037517	ED411227
SP037518	ED411228
SP037519	ED411229
SP037520	ED411230
SP037521	ED411231//
SP037522	ED411232
SP037523	ED411233
SP037524	ED411234
SP037526	ED411235
SP037527	ED411236
SP037528	ED411237
SP037530	ED411238
SP037531	ED411239
SP037532	ED411240
SP037533	ED411241
SP037534	ED411242

TM - Assessment and Evaluation

TM026488	ED411243
TM026936	ED411244
TM027010	ED411245
TM027112	ED411246
TM027121	ED411247
TM027146	ED411248
TM027159	ED411249
TM027168	ED411250
TM027183	ED411251
TM027184	ED411252
TM027185	ED411253
TM027187	ED411254
TM027189	ED411255
TM027193	ED411256
TM027198	ED411257
TM027201	ED411258
TM027202	ED411259
TM027203	ED411260
TM027204	ED411261
TM027207	ED411262
TM027208	ED411263
TM027212	ED411264
TM027215	ED411265
TM027222	ED411266
TM027227	ED411267
TM027229	ED411268
TM027230	ED411269
TM027236	ED411270
TM027241	ED411271
TM027244	ED411272

CG027964	ED410490
CG027965	ED410491
CG027966	ED410492
CG027967	ED410493
CG027968	ED410494
CG027969	ED410495
CG027971	ED410496
CG027972	ED410497
CG027974	ED410498
CG027975	ED410499
CG027976	ED410500
CG027979	ED410501//
CG027980	ED410502//
CG027982	ED410503//
CG027983	ED410504//
CG027984	ED410505//
CG027993	ED410506
CG027994	ED410507
CG027995	ED410508
CG027996	ED410509
CG027997	ED410510
CG027998	ED410511
CG027999	ED410512
CG028000	ED410513//
CG028001	ED410514
CG028002	ED410515
CG028005	ED410516
CG028006	ED410517//
CG028019	ED410518

CS - Reading, English, and Communication

CS012791	ED410519
CS012857	ED410520
CS012858	ED410521
CS012863	ED410522
CS012872	ED410523
CS012882	ED410524
CS012883	ED410525
CS012886	ED410526
CS012887	ED410527
CS012888	ED410528
CS012889	ED410529
CS012890	ED410530
CS012891	ED410531
CS012892	ED410532
CS012893	ED410533
CS012894	ED410534
CS012895	ED410535
CS012896	ED410536
CS012897	ED410537
CS012899	ED410538
CS012900	ED410539
CS012901	ED410540
CS012902	ED410541//
CS012903	ED410542
CS012904	ED410543
CS012906	ED410544
CS012907	ED410545
CS012908	ED410546
CS012909	ED410547
CS012910	ED410548//
CS012914	ED410549
CS012918	ED410550

TM027246	ED411273
TM027247	ED411274
TM027251	ED411275
TM027257	ED411276
TM027260	ED411277
TM027261	ED411278
TM027267	ED411279
TM027268	ED411280
TM027276	ED411281
TM027286	ED411282
TM027288	ED411283
TM027289	ED411284
TM027290	ED411285
TM027291	ED411286
TM027292	ED411287
TM027293	ED411288
TM027297	ED411289
TM027298	ED411290
TM027299	ED411291
TM027300	ED411292
TM027301	ED411293
TM027307	ED411294
TM027309	ED411295
TM027310	ED411296
TM027312	ED411297
TM027316	ED411298
TM027327	ED411299
TM027328	ED411300
TM027329	ED411301
TM027337	ED411302
TM027338	ED411303
TM027348	ED411304
TM027353	ED411305
TM027354	ED411306
TM027357	ED411307
TM027359	ED411308
TM027360	ED411309
TM027365	ED411310
TM027370	ED411311
TM027372	ED411312
TM027374	ED411313
TM027375	ED411314
TM027381	ED411315
TM027382	ED411316
TM027383	ED411317
TM027384	ED411318
TM027385	ED411319
TM027386	ED411320
TM027390	ED411321
TM027391	ED411322
TM027392	ED411323
TM027707	ED411324
TM027708	ED411325
TM027730	ED411326
TM027731	ED411327
TM027732	ED411328
TM027733	ED411329

UD - Urban Education

UD031356	ED411330
UD031862	ED411331
UD031863	ED411332
UD031864	ED411333

CS012919	ED410551
CS012920	ED410552//
CS012921	ED410553
CS215795	ED410554
CS215798	ED410555
CS215799	ED410556
CS215801	ED410557
CS215817	ED410558
CS215819	ED410559
CS215833	ED410560
CS215834	ED410561//
CS215838	ED410562
CS215856	ED410563
CS215877	ED410564
CS215884	ED410565
CS215886	ED410566//
CS215890	ED410567//
CS215891	ED410568
CS215892	ED410569
CS215902	ED410570
CS215919	ED410571
CS215921	ED410572
CS215922	ED410573
CS215925	ED410574
CS215931	ED410575
CS215935	ED410576
CS215941	ED410577
CS215942	ED410578
CS215944	ED410579
CS215945	ED410580
CS215946	ED410581
CS215949	ED410582
CS215951	ED410583
CS215952	ED410584
CS215953	ED410585
CS215959	ED410586
CS215960	ED410587
CS215965	ED410588
CS215967	ED410589//
CS215973	ED410590//
CS215974	ED410591//
CS509472	ED410592
CS509483	ED410593
CS509486	ED410594
CS509492	ED410595
CS509495	ED410596
CS509496	ED410597
CS509505	ED410598
CS509548	ED410599
CS509552	ED410600
CS509553	ED410601
CS509555	ED410602//
CS509560	ED410603
CS509561	ED410604
CS509563	ED410605
CS509564	ED410606
CS509565	ED410607//
CS509566	ED410608//
CS509569	ED410609
CS509570	ED410610
CS509571	ED410611
CS509572	ED410612
CS509573	ED410613
CS509574	ED410614

UD031865	ED411334
UD031866	ED411335
UD031867	ED411336
UD031868	ED411337
UD031869	ED411338
UD031870	ED411339
UD031871	ED411340
UD031872	ED411341
UD031873	ED411342
UD031874	ED411343
UD031875	ED411344//
UD031877	ED411345//
UD031878	ED411346
UD031879	ED411347
UD031880	ED411348
UD031881	ED411349
UD031882	ED411350
UD031883	ED411351
UD031884	ED411352
UD031885	ED411353
UD031888	ED411354
UD031889	ED411355
UD031890	ED411356
UD031891	ED411357
UD031892	ED411358
UD031893	ED411359
UD031894	ED411360
UD031895	ED411361
UD031896	ED411362
UD031897	ED411363
UD031898	ED411364
UD031900	ED411365
UD031901	ED411366
UD031902	ED411367
UD031903	ED411368
UD031904	ED411369
UD031905	ED411370
UD031906	ED411371
UD031907	ED411372
UD031908	ED411373//
UD031910	ED411374
UD031911	ED411375
UD031912	ED411376
UD031913	ED411377
UD031914	ED411378
UD031915	ED411379
UD031916	ED411380
UD031917	ED411381
UD031918	ED411382
UD031919	ED411383
UD031920	ED411384//
UD031921	ED411385//
UD031922	ED411386//
UD031923	ED411387

CS509575	ED410615
CS509576	ED410616
CS509578	ED410617
CS509580	ED410618
CS509581	ED410619
CS509586	ED410620
CS509587	ED410621
CS509590	ED410622
CS509592	ED410623
CS509595	ED410624
CS509596	ED410625
CS509598	ED410626
CS509600	ED410627
CS509601	ED410628
CS509602	ED410629

EA - Educational Management

EA026647	ED410630
EA028504	ED410631
EA028505	ED410632
EA028509	ED410633
EA028525	ED410634
EA028526	ED410635
EA028527	ED410636
EA028528	ED410637
EA028529	ED410638
EA028530	ED410639
EA028531	ED410640
EA028532	ED410641
EA028534	ED410642
EA028535	ED410643
EA028536	ED410644
EA028537	ED410645
EA028538	ED410646
EA028539	ED410647
EA028540	ED410648
EA028541	ED410649
EA028542	ED410650
EA028543	ED410651
EA028545	ED410652
EA028546	ED410653
EA028547	ED410654
EA028548	ED410655
EA028549	ED410656
EA028550	ED410657//
EA028551	ED410658
EA028554	ED410659
EA028556	ED410660
EA028557	ED410661
EA028559	ED410662//
EA028561	ED410663
EA028562	ED410664
EA028563	ED410665
EA028564	ED410666
EA028565	ED410667
EA028566	ED410668//
EA028568	ED410669
EA028569	ED410670
EA028570	ED410671
EA028571	ED410672
EA028572	ED410673//
EA028574	ED410674
EA028575	ED410675

EA028576	ED410676
EA028577	ED410677
EA028578	ED410678
EA028579	ED410679
EA028580	ED410680
EA028581	ED410681
EA028582	ED410682
EA028584	ED410683
EA028585	ED410684
EA028586	ED410685
EA028587	ED410686
EA028591	ED410687
EA028592	ED410688
EA028593	ED410689
EA028595	ED410690
EA028596	ED410691
EA028597	ED410692
EA028598	ED410693
EA028599	ED410694
EA028603	ED410695

EC - Disabilities and Gifted Education

EC305479	ED410696
EC305747	ED410697
EC305748	ED410698
EC305749	ED410699
EC305750	ED410700
EC305751	ED410701
EC305752	ED410702
EC305753	ED410703
EC305754	ED410704
EC305755	ED410705
EC305756	ED410706
EC305757	ED410707
EC305761	ED410708
EC305762	ED410709
EC305763	ED410710
EC305764	ED410711
EC305765	ED410712
EC305767	ED410713
EC305768	ED410714
EC305769	ED410715
EC305770	ED410716
EC305771	ED410717
EC305772	ED410718
EC305773	ED410719
EC305776	ED410720
EC305777	ED410721
EC305779	ED410722
EC305780	ED410723//
EC305781	ED410724//
EC305782	ED410725
EC305784	ED410726
EC305786	ED410727
EC305787	ED410728
EC305788	ED410729
EC305789	ED410730
EC305790	ED410731
EC305792	ED410732
EC305793	ED410733
EC305794	ED410734
EC305795	ED410735
EC305796	ED410736

EC305798	ED410737
EC305799	ED410738
EC305800	ED410739
EC305801	ED410740
EC305802	ED410741
EC305803	ED410742
EC305804	ED410743

FL - Language and Linguistics

FL024574	ED410744
FL024593	ED410745
FL024659	ED410746
FL024686	ED410747
FL024687	ED410748
FL024688	ED410749//
FL024690	ED410750
FL024692	ED410751
FL024694	ED410752
FL024695	ED410753//
FL024696	ED410754
FL024697	ED410755
FL024698	ED410756
FL024700	ED410757
FL024701	ED410758
FL024702	ED410759
FL024703	ED410760
FL024704	ED410761
FL024716	ED410762
FL024717	ED410763
FL024718	ED410764
FL024719	ED410765
FL024720	ED410766
FL801184	ED410767

HE - Higher Education

HE030303	ED410768
HE030304	ED410769
HE030305	ED410770
HE030306	ED410771
HE030307	ED410772
HE030308	ED410773
HE030309	ED410774
HE030310	ED410775
HE030311	ED410776
HE030312	ED410777
HE030313	ED410778
HE030314	ED410779
HE030315	ED410780
HE030316	ED410781
HE030317	ED410782
HE030318	ED410783
HE030319	ED410784
HE030320	ED410785
HE030321	ED410786
HE030322	ED410787
HE030334	ED410788//
HE030335	ED410789//
HE030360	ED410790
HE030361	ED410791
HE030362	ED410792
HE030363	ED410793
HE030364	ED410794

HE030365	ED410795//
HE030366	ED410796//
HE030367	ED410797//
HE030368	ED410798//
HE030371	ED410799//
HE030372	ED410800//
HE030374	ED410801//
HE030375	ED410802//
HE030376	ED410803//
HE030377	ED410804
HE030378	ED410805
HE030379	ED410806
HE030380	ED410807
HE030381	ED410808
HE030382	ED410809
HE030383	ED410810
HE030384	ED410811
HE030386	ED410812
HE030387	ED410813
HE030388	ED410814//
HE030389	ED410815//
HE030390	ED410816//
HE030391	ED410817//
HE030392	ED410818//
HE030393	ED410819
HE030394	ED410820//
HE030395	ED410821//
HE030396	ED410822//
HE030397	ED410823
HE030398	ED410824
HE030399	ED410825
HE030400	ED410826
HE030401	ED410827
HE030402	ED410828
HE030403	ED410829
HE030404	ED410830
HE030405	ED410831//
HE030406	ED410832//
HE030407	ED410833
HE030408	ED410834
HE030409	ED410835
HE030410	ED410836//
HE030411	ED410837//
HE030412	ED410838
HE030413	ED410839
HE030414	ED410840
HE030415	ED410841//
HE030416	ED410842//
HE030417	ED410843//
HE030418	ED410844
HE030419	ED410845
HE030420	ED410846
HE030421	ED410847
HE030422	ED410848
HE030423	ED410849
HE030424	ED410850
HE030425	ED410851
HE030426	ED410852//
HE030428	ED410853
HE030429	ED410854
HE030430	ED410855
HE030431	ED410856//
HE030432	ED410857//
HE030433	ED410858

HE030454	ED410859
HE030455	ED410860
HE030456	ED410861
HE030458	ED410862
HE030459	ED410863
HE030460	ED410864
HE030461	ED410865
HE030462	ED410866
HE030463	ED410867
HE030464	ED410868
HE030465	ED410869
HE030466	ED410870
HE030467	ED410871
HE030468	ED410872
HE030469	ED410873
HE030471	ED410874
HE030472	ED410875
HE030473	ED410876
HE030474	ED410877
HE030475	ED410878
HE030476	ED410879
HE030477	ED410880
HE030478	ED410881
HE030479	ED410882
HE030480	ED410883
HE030481	ED410884
HE030482	ED410885
HE030483	ED410886
HE030484	ED410887
HE030485	ED410888
HE030486	ED410889
HE030487	ED410890
HE030488	ED410891
HE030489	ED410892
HE030490	ED410893
HE030491	ED410894
HE030492	ED410895
HE030493	ED410896
HE030494	ED410897
HE030495	ED410898
HE030496	ED410899
HE030497	ED410900//
HE030498	ED410901
HE030499	ED410902
HE030500	ED410903
HE030502	ED410904
HE030503	ED410905
HE030504	ED410906
HE030505	ED410907
HE030506	ED410908//
HE030507	ED410909
HE030508	ED410910

IR - Information and Technology

IR018473	ED410911
IR018474	ED410912
IR018475	ED410913
IR018476	ED410914
IR018477	ED410915
IR018478	ED410916
IR018479	ED410917
IR018480	ED410918
IR018481	ED410919

IR018482	ED410920
IR018483	ED410921
IR018484	ED410922
IR018485	ED410923
IR018486	ED410924
IR018487	ED410925
IR018488	ED410926
IR018489	ED410927
IR018490	ED410928
IR018491	ED410929
IR018492	ED410930
IR018493	ED410931
IR018494	ED410932
IR018495	ED410933
IR018496	ED410934
IR018497	ED410935
IR018498	ED410936
IR018499	ED410937
IR018500	ED410938
IR018501	ED410939
IR018502	ED410940
IR018521	ED410941
IR018524	ED410942
IR018525	ED410943
IR018526	ED410944
IR018528	ED410945
IR018529	ED410946//
IR018530	ED410947
IR018536	ED410948//
IR018538	ED410949
IR018539	ED410950
IR018540	ED410951
IR018639	ED410952
IR056385	ED410953
IR056416	ED410954
IR056420	ED410955
IR056444	ED410956
IR056445	ED410957//
IR056446	ED410958//
IR056447	ED410959//
IR056448	ED410960//
IR056449	ED410961//
IR056450	ED410962
IR056451	ED410963
IR056452	ED410964
IR056454	ED410965
IR056456	ED410966
IR056458	ED410967
IR056459	ED410968//
IR056463	ED410969
IR056464	ED410970
IR056469	ED410971//
IR056470	ED410972//
IR056471	ED410973//
IR056472	ED410974
IR056473	ED410975
IR056474	ED410976
IR056475	ED410977
IR056476	ED410978
IR056477	ED410979
IR056478	ED410980
IR056479	ED410981
IR056480	ED410982
IR056481	ED410983

JC - Community Colleges

JC940441	ED410984
JC960196	ED410985
JC960345	ED410986
JC960401	ED410987
JC960439	ED410988
JC970344	ED410989
JC970388	ED410990
JC970430	ED410991
JC970438	ED410992
JC970439	ED410993
JC970440	ED410994
JC970441	ED410995
JC970442	ED410996
JC970443	ED410997
JC970444	ED410998
JC970445	ED410999
JC970446	ED411000
JC970447	ED411001
JC970448	ED411002
JC970449	ED411003
JC970450	ED411004
JC970452	ED411005
JC970453	ED411006
JC970454	ED411007
JC970455	ED411008
JC970456	ED411009
JC970457	ED411010
JC970485	ED411011
JC970486	ED411012
JC970487	ED411013
JC970488	ED411014
JC970489	ED411015
JC970490	ED411016
JC970491	ED411017
JC970492	ED411018
JC970493	ED411019
JC970494	ED411020
JC970495	ED411021
JC970496	ED411022
JC970497	ED411023
JC970498	ED411024
JC970499	ED411025
JC970500	ED411026
JC970501	ED411027
JC970502	ED411028
JC970503	ED411029
JC970504	ED411030
JC970505	ED411031
JC970506	ED411032
JC970507	ED411033
JC970508	ED411034
JC970509	ED411035
JC970510	ED411036

PS - Elementary and Early Childhood Education

PS023970	ED411037
PS025180	ED411038
PS025533	ED411039
PS025593	ED411040
PS025609	ED411041

PS025616	ED411042//
PS025631	ED411043//
PS025636	ED411044//
PS025640	ED411045//
PS025644	ED411046//
PS025649	ED411047
PS025659	ED411048//
PS025663	ED411049
PS025680	ED411050
PS025681	ED411051
PS025682	ED411052
PS025683	ED411053
PS025684	ED411054
PS025685	ED411055
PS025686	ED411056
PS025689	ED411057//
PS025692	ED411058
PS025695	ED411059//
PS025697	ED411060
PS025703	ED411061
PS025710	ED411062
PS025712	ED411063
PS025713	ED411064
PS025716	ED411065
PS025717	ED411066
PS025718	ED411067
PS025740	ED411068
PS025742	ED411069
PS025743	ED411070
PS025745	ED411071
PS025746	ED411072
PS025751	ED411073
PS025753	ED411074
PS025754	ED411075//
PS025755	ED411076
PS025760	ED411077
PS025765	ED411078
PS025767	ED411079//
PS025771	ED411080
PS025773	ED411081
PS025774	ED411082
PS025777	ED411083
PS025778	ED411084
PS025779	ED411085
PS025780	ED411086//
PS025781	ED411087//
PS025782	ED411088//
PS025783	ED411089//
PS025784	ED411090//
PS025785	ED411091//
PS025786	ED411092//
PS025792	ED411093
PS025794	ED411094
PS025801	ED411095//
PS025809	ED411096
PS025823	ED411097//
PS025824	ED411098//
PS025828	ED411099//
PS025829	ED411100//
PS025838	ED411101//

RC - Rural Education and Small Schools

RC020364	ED411102

RC020778	ED411103
RC020788	ED411104
RC020812	ED411105
RC020862	ED411106
RC020866	ED411107
RC021042	ED411108
RC021064	ED411109
RC021117	ED411110//
RC021123	ED411111//
RC021124	ED411112//
RC021128	ED411113//
RC021129	ED411114
RC021130	ED411115
RC021131	ED411116
RC021132	ED411117
RC021135	ED411118
RC021136	ED411119
RC021137	ED411120
RC021139	ED411121
RC021140	ED411122
RC021141	ED411123//
RC021142	ED411124
RC021145	ED411125

SE - Science, Mathematics, and Environmental Education

SE056278	ED411126
SE056279	ED411127
SE057054	ED411128
SE057055	ED411129
SE057131	ED411130
SE057132	ED411131
SE057133	ED411132
SE057134	ED411133
SE057135	ED411134
SE057136	ED411135
SE057137	ED411136
SE058665	ED411137
SE058666	ED411138
SE058667	ED411139
SE058802	ED411140
SE058803	ED411141
SE058804	ED411142
SE060131	ED411143
SE060355	ED411144
SE060442	ED411145
SE060500	ED411146
SE060509	ED411147
SE060511	ED411148
SE060513	ED411149
SE060534	ED411150
SE060535	ED411151
SE060542	ED411152//
SE060544	ED411153//
SE060546	ED411154//
SE060552	ED411155